

General Education : Area I Communications

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	Communication
Course Number, Title, Credits	COMM 2140 Small Group Communication
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Pamela Gerber, Full Time faculty, Psychology
Email and Phone Number of Contact Person	Pgerber2@cnm.edu

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

List New Mexico Common Course Prefix, Number and Name

List all learning outcomes that are shared between course sections at your institution.

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

List approved common course Student Learning Outcomes

Institution-specific Student Learning Outcomes

1. Apply basic group communication principles in a variety of contexts.
2. Demonstrate effective group interaction skills in a variety of contexts.
3. Identify and apply group communication strategies and skills that facilitate the achievement of group goals in a variety of contexts.
4. Explain and apply the principles and practices of ethical communication in a variety of group contexts.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

Communication, medium, and contextual awareness are addressed throughout the semester, with emphasis on small group communication contexts for both social and professional groups. Application and versatility of written and oral communication are stressed as students must modify communication strategies based on diverse audiences and communication goal(s). Students identify and demonstrate various strategies necessary for effective small group communication and these strategies highlight message understanding through the evaluation and production of arguments. Students demonstrate skills through informal in-class group work and formal group presentations. Examples of materials used for assessing include oral presentations, speeches, writing assignments, and activities. Assessment rubrics evaluate the substance, effectiveness, and appropriateness of student's communication skills. See attached assessment example which requires students to demonstrate effective and appropriate oral communication strategies via a small group presentation.

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

Students develop critical thinking through analyzing and applying various concepts studied in the course. Specially, students cultivate critical thinking skills through activities where they engage in problem-setting, evidence acquisition, and evaluation. Additionally, students analyze interpersonal communication situations and make strategies decisions based on reasoning and conclusion-drawing abilities. Critical thinking skills are demonstrated in classroom activities, discussions, analysis of case studies, written papers, exams, and oral group projects. One particular assessment that highlights these skills is the required Small Group Communication Project (attached). For this assignment, students engage in critical thinking skills by analyzing a movie, acquiring and evaluating evidence for how that movie demonstrates small group communication concepts, and using reasoning skills to present their analysis to the 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 the outcomes of the third essential skill. 200 – 300 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 the outcomes of the third essential skill. 200 – 300 words.

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

All of the assignments in this course depend on the use of a computer and internet access, so information and digital literacy skills are necessary. For students oral group presentation, students showcase information literacy as they quote, summarize, and their paraphrase sources. Digital literacy is demonstrated through the creation of computer-mediated presentational aid for their oral presentation, such as a PowerPoint, Keynote, Prezi, and use of audiovisual clips in the presentation.

E. Supporting Documents

☒ **Sample Course Rubric Attached** (recommended) ☒ **Sample Assessment Attached** (required)

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

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer

1/24/19
Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Small Group Communication: Group Project

OVERVIEW

The purpose of this project is to work together in a small group (4-5 people) to analyze a movie and give a presentation discussing how that particular movie illustrates key concepts and processes discussed in class and in the textbook.

COMPONENTS

- Team Minutes
- Group Presentation
- Individual Paper

INSTRUCTIONS

1. Choose a movie from the list attached. No movie can be chosen by more than a single group. Once your group has decided which movie to analyze for the project, it will be posted on Bb.
2. View the movie together as a group. Take careful notes: discuss which concepts and processes are best illustrated by the movie. (Note: it is up to your group to decide what concepts/processes you would like to present on.)
3. As a group, you will develop and give a 10-15 minute presentation that presents an analysis of the movie. Your presentation will focus on small group theories and concepts highlighted in the movie, and present examples from the movie that supports these. When you present your theories and concepts, be sure to explain that theory and concept, citing your textbook or other research sources. Please see specific presentation requirements for more information.
4. Keep minutes of your group meetings. Your group should meet at least 3-5 times over the semester to plan your presentation. When your group meets, one or more people need to be responsible for meeting notes- rotate responsibility so that everyone contributes to this process. Please see specific meeting note requirements for more information.
5. Each group member is responsible for a 2-3 page paper detailing team processes/dynamics. Please see specific individual paper requirements for more information.

PRESENTATION

- a. Time limit: 10-15 minutes
- b. Format: Each person in the group is required to present some aspect and time should be relatively evenly divided among group members.
- c. Components:
 - Movie Summary: Start off with a brief summary of what the movie is about (keep in mind that not everyone in the class may be familiar with that movie.)
 - Analysis: Present an analysis of the movie that discusses how it highlights *at least 4* small group communication theories, processes, or concepts (eg leadership styles, conflict management styles, roles, rules, norms, system elements, power, decision making, problem solving, etc.). There should be a broad analysis of the movie – a wide variety of concepts and processes should be discussed and illustrated, not merely one key concept. Some movies, however, will illustrate some concepts and processes much better than other movies. There are a multitude of concepts and processes to illustrate – emphasize the most appropriate for the movie chosen. When presenting your analysis, first explain the theory, process, and/or concept and cite your textbook or a research source where you got your information on said theory, etc. Then use video excerpts to

support your assertions but make sure to preface/explain the clip to the class (once again, not everyone will be familiar with the movie, so explanations are important.) **NOTE:** you do not need a video excerpt for every concept or process discussed. Use video clips when/where appropriate, but do NOT only show clips for the entirety of your presentation- your group members need to talk, too. Video clips should be RELEVANT- don't just show a clip because you think it is funny. Avoid clips that may offend your audience. When presenting your support/examples, be sure to make a clear and explicitly connection to your theory, concept, as part of your analysis.

- d. Remember, this is an oral presentation. Merely showing video clips does not qualify. There must be considerable analysis of the movie tied directly to course material. As a rule of thumb, video clips should not take more than one-third of the group's total time.
- e. Evaluation: a rubric will be available on Bb, but you will be graded on the following:
 - i. **ORGANIZATION** – did the presentations flow smoothly; were video clips handled effectively? Was there a relatively even distribution of responsibility among group members or did one or two members seem to be doing most of the presentation
 - ii. **CONTENT/ANALYSIS** – was the analysis board ranged or did the group concentrate on only one or two key concepts? Did you explain the concept and reference sources? Was the analysis accurate – did the reference to scenes in the movie truly illustrate point made? Were too many video clips shown and too little analysis?
 - iii. **ATTENTION** – was the presentation interesting? Was there a concerted effort to keep the attention of the class? Did the efforts to maintain attention blend well with the content of the project or was it more a distraction?
 - iv. **STYLE/DELIVERY** – was the extemporaneous style used throughout? Was there reading? Was the presentation animated or monotone, etc?

MEETING MINUTES

This is an individual accountability factor. Those who made the most effort to produce a quality group presentation will receive higher scores than those who make little effort as illustrated by the minutes and performance during the presentation. The minutes must be typed, proofread for errors, and should be about one page in length for each meeting. This means that group members must be responsible for recording relevant information for each meeting (rotate the responsibility from meeting to meeting). The minutes must include:

- a. Date and time of each meeting (stating and ending time)
- b. Who attended (sign-up sheet is useful) and for how long
- c. A brief synopsis of issues discussed
- d. Brief indication of who said what at the meeting

Make the minutes as complete as possible. Don't give members credit for attending when they didn't show. Note who leaves early. This is your opportunity as a group to hold every member accountable for participating. Groups should have 3-5 meetings (remember – one typed page of minutes for each meeting)

INDIVIDUAL PAPER

Each member will turn in a typed 2-3 page essay-style paper of the team process/dynamics- NOT the project content itself. The paper should conform to both format and content requirements listed below. Also, be sure to proofread and spell check.

Format

- 12 point Times New Roman font, double spaced, 1-1.25 inch margins, page numbers

- 2-3 pages in length. Note: papers will be primarily graded on the quality of the term/concept applications and the supporting examples, not on the quantity of the pages. So, a 2 page paper could receive the same grade as a 3 page paper, if the quality is the same. However, your paper should not be under 2 pages, or your grade will suffer.
- Clear organization and structure, this includes: an introduction, body, and conclusion
 - Introduction: Starts with an attention getter or hook, clearly states your topic choice, includes a thesis statement and previews that main points in your analysis.
 - Body: Needs specific examples to support your interpretations/conclusions and some connection to the textbook. The goal is to do more than report what happened, but to also analyze in order to take from your experience and reflect on what to use or not use in future group projects. Body should be arranged in properly constructed paragraphs that are logically organized.
 - Conclusion: Your conclusion should clearly summarize the main arguments you covered in your paper and end with a memorable/decisive/artistic last line. Make sure that your conclusion is a separate paragraph from the body of your paper.

Content

Area of analysis should include:

- a. **Roles of members:** who played the formal role of the leader and recorder? Was the leader effective as a leader? Why or why not? What formal role did you play? Do you believe you effective in this role? What informal roles did the members play? Were these roles effective in moving the project forward?
- b. **Meetings:** How often did you team meet? Did you meet enough times to successfully complete the project? Why or why not? What did the team institute to facilitate effective meetings – agenda etc.? How could the meetings have been more productive (be specific.)
- c. **Process:** Explain the process your group went through to arrive at the presentation that you did. Be specific with examples. Did your group follow a pattern- if so, which one from the textbook? Explain each step and what the team did in that step.
- d. **Reflection and Repeat:** If you could do the project over, what would you change about how your group completed the project? Please be specific and link to the textbook. What was the most important small group communication concept you learned with this project?

POTENTIAL MOVIES FOR ANALYSIS

(or another pre-approved)

The Avengers

Ghostbusters

The Goonies

Guardians of the Galaxy

Harry Potter

The Incredibles

A League of Their Own

Kung Fu Panda

Lord of the Flies

The Lord of the Rings

The Losers

Means Girls

The Mighty Ducks

The Norsemen

Ocean's 11

Saving Private Ryan

Serenity

Star Wars (original)

Teenage Mutant Ninja Turtles

X-Men

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New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	Communication, Humanities, and Social Sciences
Course Number, Title, Credits	COMM 2160, Gender Communication, 3 credits
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Pamela Gerber, Full Time Faculty Psychology
Email and Phone Number of Contact Person	Pgerber2@cnm.edu

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

COMM 2160 Gender Communication

List all learning outcomes that are shared between course sections at your institution.

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

1. Describe and define basic communication terms and concepts that relate to gender from a communication perspective.

2. Identify the influence of gender norms and roles on how people communicate, including listening, use of language, and nonverbal communication.
3. Explain the complex relationship between gender and communication.
4. Analyze the role of gendered communication differences in a variety of communication contexts: business, media, education, and interpersonal.

Institution-specific Student Learning Outcomes

N/A

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

Communication genre and medium awareness is addressed throughout the semester, with a focus on understanding the ways communication and gender are shaped by culture and society, and how this is displayed in a variety of mediums including literature, television, and other forms of mass media. Application and versatility are stressed as students must evaluate and modify communication strategies based on situational and contextual nuances, including their audience and speaking goal(s). Students identify and demonstrate various strategies necessary for effective and appropriate communication, in both written and oral mediums. These strategies highlight message understanding through the evaluation and production of arguments related to gender and communication. For example, the final project assessment consists of a final paper where students are required to analyze two feature films utilizing theories and concepts learned in the class. As part of this paper, students are required to use APA citation format and refer to specific gender communication theories, constructs and concepts displayed in the movies. Assessment rubrics evaluate the substance, effectiveness, and appropriateness of their claims and written communication skills.

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

In the course, students cultivate critical thinking skills necessary for a variety of contexts, including problem-setting, evidence acquisition, evaluation, and reasoning. These are demonstrated through a variety of low-stakes assessments as well as formal written assessments. For example, in several of the low-stakes assessment, students must demonstrate critical thinking skills by evaluating video or written transcripts to identify and critique authors' and presenters' perspectives and/or views on a problem or concern related to gender and communication. The primary formal written assessments, an essay, requires evidence acquisition and evaluation, and production of arguments supported by evidence and reasoning.

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 the outcomes of the third essential skill. 200 – 300 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 the outcomes of the third essential skill. 200 – 300 words.

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

Information and digital literacy skills are emphasized throughout the course. For multiple low-stakes assessments, students evaluate the authority and value of information and sources via written and digital means. In these low-stakes assessments, through written discussion students discuss source credibility, then quote, paraphrase, and summarize information gained from said sources. Digital literacy skills are demonstrated, in part, by the fact this course is only taught online via Blackboard. Throughout the semester, students are required to not only access and navigate the CNMLearn (Blackboard) system, but also watch videos on a variety of digital platforms. In addition, for one low-stakes assessment, students are required to find and evaluate an advertisement. Each week, students complete assignments or activities demonstrating their ability to select, use, organize, and share information applying appropriate information formats, collections, and applications. For example, in several written discussions, students evaluate speeches and compare source credibility and content with textbook source material. Finally, through essay form, students engage in the iterative process of inquiry by formulating a clear thesis for their essay, then evaluating two films utilizing concepts discussed in class, in support of their thesis statement .

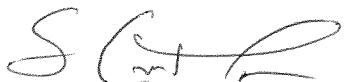
E. Supporting Documents

☐ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

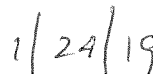
F. Assessment Plan (Must be on file with HED by August 1, 2019)

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

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

COMM 2280: GENDER COMMUNICATION FILM ANALYSIS ASSIGNMENT

Over the course of this semester, we have covered the basics of gender communication. In the second half of the course, we examined different areas of gender communication, from school to the media. As we frequently communicate gender expectations and communicate about gender, gender identity, and proper gender relations through media, you will be doing an analysis of how these aspects of communication operate in feature films.

For this assignment, you will be asked to watch and analyze **2 films** from the list of approved films on the last page of this assignment. Each of these films has something to say about some aspect of our course, including gender development, gender identity, relationships, and social structure. You may choose any two of these films to analyze and compare. **(Note: If you have an idea of a film that could work for this assignment but is not on this list, please contact your instructor for approval).**

After watching the films, you will write an essay that explores how gender is portrayed in each film. The goal of this assignment is to think about how messages about gender in film are influenced by social norms, and how these narratives then influence our understanding of gender and communication. You may structure your essay in any way you like. As there is some flexibility in this assignment, the elements you address will be unique. However, your essay should include the following at a minimum:

1. A brief summary of each film and thesis about how the films explore gender communication. (Make an argument. Are these films progressive in how they portray gender? Do they rely on stereotypes? Do you get complicated or contradictory messages about gender in these films? Can we learn something about gender and communication from watching these films?)
2. Describe how the concepts are illuminated in the stories. Provide examples from the films to support your arguments. (For example: Is gender development in school a particularly important element of the film? How so? What theories from our text are particularly relevant to understanding how the characters behave, what happens in the story, etc?)
3. Compare and contrast the films. What themes do you see emerging in each film? Are there similar or different messages about gender?

As you watch the films, consider some of the following elements to help you with your analysis.

- Who are the heroes in this piece? Who or what are the villains/things to be overcome by the heroes?
- What is the overall message of the story? Who is an important character and who is less important to the plot?
- How are the female characters portrayed? Depending on the film, pick one

or two to highlight. Do they conform to gender expectations for women? Why or why not? How does their gender influence their experience/actions in the story?

- How are the male characters portrayed? Depending on the film, pick one or two to highlight. Do they conform to gender expectations for men? Why or why not? How does their gender influence their experience/actions in the story?
- Is the film explicit in the message it sends about gender communication, or are the messages more implicit in how the characters are written and behave?
- How does the environment in which the characters interact (home, school, other) influence how they behave and interact?

Essays should be in standard essay format (12 point font, double-spaced, Times New Roman, 1 inch margins), with thesis statements and evidence from the films to support your arguments. You should address at least 6 concepts/theories from the course in your analysis of the films.

Papers should be 5-7 pages.

APPROVED FILMS:

Tootsie
Steel Magnolias
When Harry Met Sally
You've Got Mail
Mean Girls
Four Weddings and a Funeral
The Wedding Singer
Never Been Kissed
Pretty Woman
The Breakfast Club
A League of Their Own
Boys Don't Cry
To Wong Foo, Thanks For Everything, Julie Newmar
Jerry McGuire
As Good As It Gets
Working Girl
Dirty Dancing
Fight Club
Little Miss Sunshine
Easy A
The Full Monty

Down With Love
Clueless
Roxanne
9 to 5
American Beauty
John Tucker Must Die
The Five-Year Engagement
The Perks of Being a Wallflower
Twilight
Brave
Up
The Holiday
Truly, Madly, Deeply
Monsoon Wedding
Love Actually
Ma Vie En Rose
Thelma and Louise
Mulan
Quinceanera
Kinky Boots
She's th Man
The Hot Chick

GROUP PRESENTATION RUBRIC

Topic/Movie:

Group Members:

EVALUATION

Concepts/theories referenced:

Examples:

The following is rated on a scale of 0- 5.

(0- Missing, 1: Needs Significant Improvement, 2: Needs Improvement, 3: Average, 4: Good, 5: Excellent)

ORGANIZATION:

(organized logically, overall flow, smooth transitions, technology handled effectively, equal talk time)

CONTENT/ANALYSIS:

(wide range of concepts reviewed, accurate information, summarized theories/concepts, referenced sources, referenced examples)

ATTENTION:

(interesting information, visual aids, effort, professionalism)

STYLE/DELIVERY:

(practiced flow, extemporaneous delivery, gestures, paralanguage)

Overall Grade: (/20)

Comments:

NEW MEXICO HIGHER EDUCATION DEPARTMENT



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DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	Communication, Humanities, and Social Sciences
Course Number, Title, Credits	ENGL 2120, Intermediate Composition, 3 credits
Co-requisite Course Number and Title, if any	N/A
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	Marissa Juarez, FT English Faculty
Email and Phone Number of Contact Person	Mjuarez8@cnm.edu; 224-4000 ext. 52294

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

English 2120, Intermediate Composition

List all learning outcomes that are shared between course sections at your institution.

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

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

Institution-specific Student Learning Outcomes

N/A

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

In this course, students will study and communicate in a variety of nonfiction genres (such as profiles, personal narratives, lyric essays, literary journalism, and digital stories) and mediums (oral, written, and digital). In analyzing nonfiction texts, students will learn to identify the strategies the author uses to engage an audience, to fulfill their intended purpose, and to respond to a given socio-historical context. Further, students will identify the author's main points, key arguments, and stance in order to understand the author's message. For example, students may read a selected profile of place to analyze the author's choices and to discuss how the supporting details included create a specific interpretation of place informed by the author's angle and attitude toward the subject. After studying examples of each genre, students will create compositions that reflect an awareness of their writing situation, attending to their target audience, purpose, and context. In composing their own nonfiction texts, students will evaluate sources of information to determine credibility and accuracy, and they will draw upon various research methods to support their claims, inferences, and opinions while giving credit using an appropriate citation system. Students will engage in peer review and writing workshop to shape each composition using peer and instructor feedback. Instructors will assess student compositions based on their appropriateness for the rhetorical situation (audience, purpose, and context); application of nonfiction writing strategies and techniques; competency in supporting claims/observations with reputable information while citing responsibly; and syntactical, mechanical, and grammatical clarity.

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

In completing a Literary Journalism assignment (see attached assignment and rubric), students will identify a line of inquiry to guide their composition and conduct primary and secondary research to gather information about their topic, which may center on a personal experience; family history; or an unfamiliar activity, group, or event. Students use three or more sources of information, including interviews, observations, or references to print publications, to develop their understanding of the chosen subject. As students locate sources related to their research question, they will evaluate them to determine credibility, accuracy, purpose, bias, and relevance. Students will then draw conclusions about their topic based on the research they've found and use these to craft an informed, well-reasoned exploration of their subject. As students investigate their topic, they will be called upon to reflect on personal assumptions and biases while representing their subject fairly. Ultimately, students will craft a piece of literary journalism that avoids logical fallacies, employs evidence to illustrate the subject, and reaches probable conclusions based on the research conducted. Instructors will evaluate students based on their use of

literary journalism techniques, sound research practices, and appropriateness for the chosen readership and purpose.

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 the outcomes of the third essential skill. 200 – 300 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 the outcomes of the third essential skill. 200 – 300 words.

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

Each assignment students compose will require some aspect of research, whether it be personal reflection on an experience, field investigations, or use of library databases and Internet sources. These research processes call upon students to consider the expertise and merits reflected in the information they find. They must then consider the ethics of the research process before using this information in their writing and classwork. As with all research, students begin by positing a question or line of inquiry that they want to learn more about; they then employ the research process to arrive at reasonable solutions that will frame a given writing task. Assignments for the course range from print-based to multimedia digital compositions and can include traditional essays, blogs, or digital stories comprising images, graphics, sound, video, and other media. As students experiment with digital tools and texts (such as blogs, websites, image editing tools, or video production software), they are communicating and creating in digital environments, ultimately facilitating their ability to read and to write in digital spaces. As students conduct more formal academic research using library databases, they are honing their information literacy skills. Instructors will assess students' information and digital literacy based on their inclusion of relevant and appropriate information; their use of appropriate digital tools to complete a given writing task; and their competency in formulating a research question and arriving at an answer.

E. Supporting Documents

☒ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

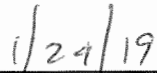
F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

LITERARY JOURNALISM ASSIGNMENT

Due: Week 14.

Formatting: 5-8 pages, plus Works Cited page; double-spaced, 12-point font; Point value: 200

LITERARY JOURNALISM MAY TAKE A VARIETY OF FORMS. CHOOSE FROM AMONG THE FOLLOWING:

1. **Immersion Journalism:** Experience something you always wanted to do -- take up weight lifting, try out for a musical, shadow a hero, learn how to weld, attend an unusual (to you) event. Your topic should be unfamiliar to you. In other words, as narrator you are not an expert but an explorer. Interview those who know more about your topic than you do, include traditional (print) research, along with your own observations and reflections. You may include scene, dialogue, characterization, and vivid description.

Models: Sullivan "Upon This Rock"; Orlean "Meet the Shaggs"; Wallace "Shipping Out"

2. **If I knew then what I know now: a Reinvented, Research-supported personal essay:** Revive or construct a personal essay regarding a meaningful experience, and inform that experience with research. Include interviews, traditional research, and reflection. You may, as Franzen does in his essay "My Father's Brain," expand on a personal essay in relation to family. If you prefer, you may inform a personal essay in relation to the animal world, art, or science with research. You may include scene, dialogue, setting, character, and vivid description.

Model: Franzen's "My Father's Brain"; Taylor's TED talk "My Stroke of Insight", Smith, "The Slow and Tender Death of Cockroaches"

3. **Going THERE: A Reinvented Profile of Place with Research.** You might visit a ghost town and provide history of its ghosts. You might write of a landscape or neighborhood transformed by development. Or you may write a travel essay. Regardless, your essay should feature not only narration and reflection, but research (observation, interview, and print). You may include setting, scene, dialogue, characterization, and vivid description. **Please include photos to illustrate place.**

Model Essay: Smith, "Letter from Liberia"; Baldwin, "Fifth Avenue Uptown" (see weeks 4 and 5 for other place essays), NYT: Branch, "Snowfall: Avalanche at Tunnel Creek."

Note: If you reinvent an essay that you have written for an earlier unit in this class, make sure that your new and improved essay takes a new angle or approach.

CRITERIA:

- An informed narrative that will interest your readership, complete with a discernible structure.
- Research: Your primary purpose is to inform. You may gather information through
 - Observations and experiences
 - Interviews

- Books, articles, journals, newspapers, other.

Include a minimum of three sources in addition to your observations.

- Acknowledge your sources ethically in-text. Options include traditional in-text citation or hyperlinks. You are not required to use formal in-text citation, but you should identify sources in signal phrases and/or attribution, Trish says.
- Include an MLA style Works Cited page. Remember the rule: any source cited in-text must be cited in the Works Cited Page; any source listed in the Works Cited page must be referenced in the text of the essay.
- A clear and well-developed voice. You may use the “I” voice if you choose.
- Reflection that goes beyond the headlines.
- Balance: this is not an argument, but a report. While your voice, style, observations, may be colorful, your reportage should ultimately be balanced.
- “Grace of language” – your style. You may be presenting information, but in this genre, do so with style.
- Vivid description
- Visuals (Required for place essay, suggested for other approaches): Include visual images (photos, embedded videos, charts, etc.), but do so with rhetorical purpose. Images should enhance the text, not take the place of it. If you use images, cite them using MLA style.

May include elements from creative writing such as

- Scene
- Dialogue
- Setting
- Imagery
- Humor/satire
- Mood
- Characterization

LITERARY JOURNALISM ESSAY RUBRIC

200 POINTS POSSIBLE

Story: Engaging narrative on a research-supported subject that is interesting to your readership, with a logical and engaging structure. Possible approaches: immersion journalism, reinvented personal essay or profile of place.				___/30
Excellent (30-27)	Proficient (26.5-24)	Satisfactory (23.5-20)	Does not meet expectations (19 or lower)	
Information is gathered from at least three reliable sources (in addition to observations) and integrated ethically and logically throughout the narrative. Sources are clearly referenced. Information adds depth and/or necessary context to the story.				___/30
Excellent (30-27)	Proficient (26.5-24)	Satisfactory (23.5-20)	Does not meet expectations (19 or lower)	
Voice/Persona: is clear, strong, and engaging. You may or may not choose to use the “I” voice				___/30
Excellent	Proficient	Satisfactory	Does not meet expectations	

(30-27)	(26.5-24)	(23.5-20)	(19 or lower)
Reflection: _____/30			
Author reflects on information and experience to take him/herself and the reader to a deeper appreciation of the subject, and yet...			
Excellent (30-27)	Proficient (26.5-24)	Satisfactory (23.5-20)	Does not meet expectations (19 or lower)
Maintains balance: Essay does not take an argumentative stance. _____/20			
Excellent (20-18.5)	Proficient (18-17)	Satisfactory (16-15)	Does not meet expectations (14 and below)
"Grace of Language"/style and presentation: _____/30			
Includes varied sentence structure, strong verbs and nouns; avoids clichés, excessive wordiness, passive voice, free of obvious error. Visual images , if used, serve a rhetorical purpose and add to the story.			
Excellent (30-27)	Proficient (26.5-24)	Satisfactory (23.5-20)	Does not meet expectations (19 and below)
Works Cited Page formatted in a recognized academic style _____/20			
Excellent (20-18.5)	Proficient (18-17)	Satisfactory (16-15)	Does not meet expectations (14 or lower)
Meets overall expectations for Length, number of sources, formatting, and deadlines _____/10			
Excellent (10-9)	Proficient (8.5-8)	Satisfactory (7.5-7)	Does not meet expectations (6 or lower)
General Comments:		Total Points Earned _____/200	

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	English
Course Number, Title, Credits	2310, Introduction to Creative Writing, 3
Co-requisite Course Number and Title, if any	N/A
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	Daniel Peterman, Full Time English Faculty
Email and Phone Number of Contact Person	dpeterman@cnm.edu (505) 224-4000 ext. 53007

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

ENGL 2310 Introduction to Creative Writing

List all learning outcomes that are shared between course sections at your institution.

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

N/A

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

The attached assignment meets the essential skill of communication through the use of genre and medium awareness. In the assignment, students are given the task of composing a short story which includes all of the traditional elements of a work of short fiction. The assignment requires that they include "some sort of tension, conflict, or action." As is explained, a "protagonist is most compelling when confronted with a choice." This requires students to consider the genre of storytelling and fiction writing and to apply traditional techniques when doing so. Additionally, students are evaluated on this assignment for details like plot, character development, point of view, and imagery, all basic genre elements of short story writing. Students are also reminded that "short stories must be complete. That means you must have an ending. Endings are difficult, but they are absolutely necessary." Part of the awareness of genre is that stories must come to some kind of conclusion. However, students are also given flexibility in each area of the story. They are not instructed what type of short story to write or what sorts of details to include. This reflects that short stories are a genre and medium that are derived from the imagination of the writer and that stories are often judged and assessed on the creative application of techniques when creating them.

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

The attached assignments meets the essential skill of Critical Thinking through the use of Problem Setting. As is explained in the prompt, short stories must have a central problem or conflict introduced in the story in order for there to be a conclusion reached. As a result, writers create a problem and thus must work out how the characters and other agents within the story will resolve the problem. In doing so, the problem set by the author creates other complex and critical issues to be resolved, such as the development of the characters as they deal with the problem or conflict, the use of imagery and symbolism and what this reveals to the readers about the nature of the problem, as well as what the point of view or narrative perspective from which the story is told reveals about the problem. As a result, students are engaged in a deep level of critical thinking as they not only imagine and create a problem but run through a number of different ways in which the problem might be addressed. They must make decisions in terms of the nature of the resolution and the impact it has on their fictional world and its inhabitants. Unlike assignments which provide problems to be solved by the students, this is an assignment which asks students to both create and solve the problem creatively.

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 the outcomes of the third essential skill. 200 – 300 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*

The attached assignment address the essential skill of Personal and Social Responsibility by way of civic discourse, civic knowledge, and civic engagement on a local and global level. Throughout the assignment description, students are reminded that they must make decisions with the reader in mind. For example, one of the assignments criteria is that "The short story supplies the reader with the basic, orienting facts they need." In other words, this assignment recognizes that writing exists as a social act, whether fiction or otherwise, and that when one writes, they are engaging in an act of engagement. A story cannot be compelling to only the person telling it but also be of interest to others. Furthermore, students are reminded that "Details should be concrete, significant and alive to the senses." Another way to look at this is that details in the story must be based on some level of civic or common knowledge and shared experiences between members of a community but also universal enough for more global engagement. Writers are also reminded that when engaging in civic discourse, it is important to consider how one presents themselves as they are reminded that their "drafts should be proofread carefully. Basic proofreading mistakes jolt the reader out of the dream you are creating." Audience awareness is an important part of any communicative act, especially when crafting a work that is intended primarily for the entertainment and enrichment of others.

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 the outcomes of the third essential skill. 200 – 300 words.

E. Supporting Documents

☒ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

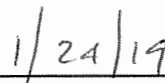
F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____

Date

Short Story Rubric

Character gives us qualities, but it is in actions - what we do - that we are happy or the reverse....All human happiness and misery take the form of action.

- Aristotle

- 1) With the above quote in mind, you'll want to make sure that your short story starts with some sort of tension, conflict, or action. Something has to happen to someone. Your protagonist is most compelling when confronted with a choice.
- 2) Short stories must be complete. That means you must have an ending. Endings are difficult, but they are absolutely necessary. Find a way to finish your piece before you turn it in. Short stories should also be between **1,000 and 5,000 words**.
- 3) Essay drafts should be proofread carefully. Basic proofreading mistakes jolt the reader out of the dream you are creating.
- 4) The short story supplies the reader with the basic, orienting facts they need.
- 5) The writer must competently use the following craft features: **Imagery, Point of View, Plot and Characterization**.
- 6) Details should be concrete, significant and alive to the senses.

Grading Rubric

	A	B	C
Completeness 50 points	The story has a beginning, a middle and an end.	The story is missing some basic orienting details.	The story is incomplete.
Plot 50 points	There is rising action and attention is paid to creating stakes, a climax, and possibly a resolution.	Some attention is paid to creating stakes, and the protagonist does have some choices to make, but one central part of the plot (rising action, climax, etc.) is missing.	The protagonist makes few if any choices and the story does not contain any record of change.
Character development 50 points	The characters are rounded out through the use of several craft features such as dialogue, description, imagery, internal thinking.	Characterization needs expansion. Perhaps one of the main characters is well-rounded, but the rest are flat—stereotypes of people that don't ring true.	Many of the characters need added expansion.
Point of View 25 points	The point of view is strong and doesn't shift.	Point of view shifts in places.	Violations in point of view.
Imagery 25 points	Images in story have some sort of pattern, speak to a larger idea or theme and are alive to the senses.	Images may be alive to the senses, but the pattern is not consistent.	Imagery might be a little flat, but it's working toward creating a pattern within story.
Grade:	/200		

NEW MEXICO HIGHER EDUCATION DEPARTMENT

SUSANA MARTINEZ
GOVERNOR



DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	WNMU
Department	Humanities
Course Number, Title, Credits	ENGL 2310, Introduction to Creative Writing, 3
Co-requisite Course Number and Title, if any	N/A
Is this application for your system (ENMU, NMSU, & UNM)?	WNMU
Name and Title of Contact Person	John Gist
Email and Phone Number of Contact Person	John.Gist@wnmu.edu (575) 538-6525

Was this course previously part of the general education curriculum?

☐ Yes ☒ No

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

ENGL 2310

List all learning outcomes that are shared between course sections at your institution.

1. **Critical Thinking:** Students will demonstrate the ability to: delineate a problem or question to explore in creative writing; identify and gather the information/data necessary to address the problem or question by building viable fictive settings; evaluate evidence/data for credibility (e.g. bias, reliability, validity), probable truth, and relevance in a creative setting/word; : develop conclusions, solutions, and out comes that reflect an informed, well-reasoned evaluation and presentation through creative means.

2. **Information and Digital Literacy:** Students will demonstrate the ability to: recognize the interdependent nature of the authority and value of information and use this knowledge ethically when selecting, using, and creating information in order to produce a creative presentation utilizing dramatic structure and arc; understand, communicate, compute, create, and design in digital environments so that creative projects can be distributed electronically to online journals

and other electronic venues; select, use, produce, organize, and share information employing appropriate information formats, collections, systems, and applications in order to create projects that can be displayed electronically in various formats; engage in an iterative process of inquiry that defines a problem or poses a question and through research generates a reasonable solution or answer through creative projects utilizing literary tropes and dramatic frames.

3. Personal and Social Responsibility: students will demonstrate the ability to: employ intercultural reasoning and intercultural competence by addressing diversity in the creative projects; understand and explore sustainability and the natural and human worlds in creative works; understand and explore ethical reasoning, or the lack thereof and it's the consequences in creative works; develop collaboration skills, teamwork and value systems in writing workshops; employ civic discourse, civic knowledge and engagement – local and global – in the workshop environment.

4. Nuts and Bolts of Writing: Students will employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics. Students should: Use standard processes for generating documents independently and in groups.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

Students will learn how to structure writing in dramatic frames in order to engage audiences at the psychological/emotional level. In order to accomplish this, they must learn to identify a question they wish to explore through creative means, gather evidence that will help them in that exploration, and learn to evaluate that evidence and present it affectively via a dramatic frame. In other words, students will ask themselves, questions such as “What is Justice?” or the other questions in WNMU’s Applied Liberal Arts and Sciences General Education core. In attempting to answer the question, students will employ the toolbox of the creative writer in order to explore possible answers. Students will then present their projects for evaluation to their peers and in turn evaluate the work of their peers. Students will write proposals for creative projects that detail conflict, complication and resolution of the central problem in the story or poem. Students will read and analyze short stories, poems, creative nonfiction and drama in order to locate and emulate dramatic structure and effective tools of storytelling such as characterization, plot and setting. Students will discuss the work of established writers to analyze what makes dramatic writing unique. Students will analyze the use of figurative language and sensory detail in the works of professional creative writers and discuss what are the most effective measures and then employ the winning techniques in their own projects. Through the above activities, students will demonstrate the ability to: delineate a problem or question to explore in creative writing; identify and gather the information/data necessary to address the problem or question by building viable fictive settings; evaluate evidence/data for credibility (e.g. bias, reliability, validity), probable truth, and relevance in a creative setting/word; : develop conclusions, solutions, and out comes that reflect an informed, well-reasoned evaluation and presentation through creative means.

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

Students will interact heavily in creative writing workshops through reading and evaluating peer work that will cover a diverse array of scenarios, backgrounds and cultures. Students, due to the nature of the student body, will come to the class from a wide array of socioeconomic backgrounds and will have different views concerning the four Big Questions of the ALAS program (What is Truth? What is Justice? What Does It Mean to be Human? What is a Good Life?). By presenting possible answers to these questions through dramatic means, students will learn to appreciate diversity and come to understand the value of open-mindedness through intercultural reasoning and intercultural competence. Civic discourse, teamwork, and engagement are emphasized on the workshop process.

Sustainability in the natural and human worlds will be evinced by the viability of the fictive worlds students create. In this sense, creative writing is unique in its approach. Fictive worlds will collapse in on themselves if they are not coherent and cohesive. Ethical decisions have consequences in fictive worlds just as they do in the real world.

Through this process, students will demonstrate the ability to: employ intercultural reasoning and intercultural competence by addressing diversity in the creative projects; understand and explore sustainability and the natural and human worlds in creative works; understand and explore ethical reasoning, or the lack thereof and it's the consequences in creative works; develop collaboration skills, teamwork and value systems in writing workshops; employ civic discourse, civic knowledge and engagement – local and global – in the workshop environment.

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

Students will use electronic writing programs to compose and edit work,. They may also use computer graphics to enhance their dramatic creations. They will learn how to avoid copyright issues when selecting graphics and the dangers of plagiarizing from outside sources in their own creative works. They will analyze sources and determine copyright and free use works. The workshops may be held online using Canvas or other LMS. Reading materials will be disseminated by electronic means and evaluated. Students may be asked to provide digital copies of dramatic works of others that they find particularly effective. Students will participate in a “flipped classroom” and participate on electronic discussion boards before the instructor comments on a given work.

Students will also learn to evaluate electronic literary journals form the perspective of authority and value. This will be accomplished by scrutinizing the makeup and qualifications of editorial boards, authors published, and general presentation. Students will learn how to choose legitimate publishing outlets and avoid being taken advantage of in this highly competitive field. In this process, students will use research as inquiry in evaluating the structure of stories, poems, editorial boards, etc., in order to understand that the life of the writer complex and requires a professional attitude and skillset.

Students will demonstrate the ability to: recognize the interdependent nature of the authority and value of information and use this knowledge ethically when selecting, using, and creating information in order to produce a creative presentation utilizing dramatic structure and arc; understand, communicate, compute, create, and design in digital environments so that creative projects can be distributed electronically to online journals and other electronic venues; select, use, produce, organize, and share information employing appropriate information formats, collections, systems, and applications in order to create projects that can be displayed electronically in

various formats; engage in an iterative process of inquiry that defines a problem or poses a question and through research generates a reasonable solution or answer through creative projects utilizing literary tropes and dramatic frames.

E. Supporting Documents (required).

☒ Syllabus Attached ☒ Sample Assessment Attached

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

Link to Institution's General Education Assessment Plan – [WNMU's GE Assessment Plan](#)

This course meets institutional standards for general education.



Signature of Chief Academic Officer

1/25/2019

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

English 215 Introduction to Creative Writing, 3 credits

Fall 2018

Online

CRN: 12532

Syllabus

Instructor: John Gist

Office: Online

email: John.Gist@wnmu.edu

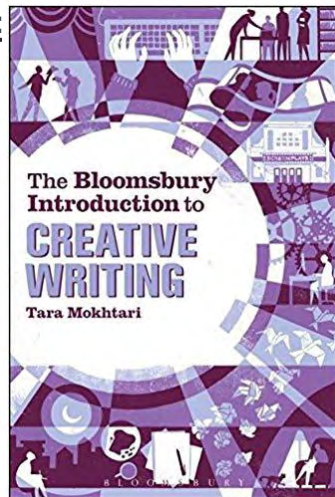
Office Hours: Virtual by Appointment (I am open and respond to emails promptly, usually within 24 hrs except on weekends and holidays)

Course Description:

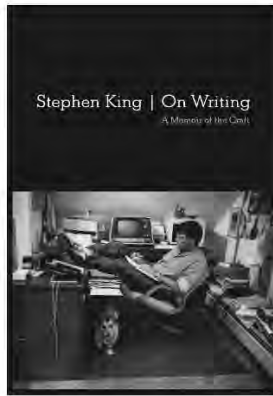
This course offers a practical and theoretical approach that introduces beginning creative writers to the elements of poetry, fiction, drama, and nonfiction, as well as the academic field of creative writing. Writing Intensive.

Students will explore at least one of the Big Questions of the Applied Liberal Arts and Sciences General Education program in at least two of their creative projects. The Big Questions are: What is Truth?; What is Justice?; What is it to be Human?; What is a Good Life? Students will explore these questions in dramatic frames that get at the questions from an emotional/psychological frame rather than a purely intellectual frame common to academic explorations of these same questions.

Required Materials:



ISBN: 978-1472578440



ISBN: 978143915681

Access to a computer and the internet.

Grading Policies:

Assignment grades: (90-100 A; 80-89 B; 70-79 C; 60-69 D)

Standard homework format: All projects, where possible, are to be word-processed in APA or MLA format, in 12-point black font such as Cambria or Courier, double spaced, stapled, and submitted on paper unless otherwise stated. Papers not in these formats will not be accepted. *Emailed papers will not be accepted. Late papers will be docked 10% per day for 4 days and then assignments becomes a 0.*

For this class, projects will take on many forms, of which the above formatting stipulations might not apply. For group projects, students will evaluate their own and others' performances in their respective groups/teams for grading consideration.

Discussion Post Requirements:

For **EACH** discussion thread, you are required to write an ORIGINAL post of 100-300 words. Don't go over or under!!

You are also **required** to write a response to **ONE** peer post. The response must be critical in nature: if you agree with the post tell exactly why and how this line of thought might go even deeper. If you disagree (this is oftentimes the easier route), explain exactly why you disagree. Multiple responses are encouraged. The idea is to get a discussion going. ***Those who respond to multiple peer post are apt to receive better participation grades at the end of the semester.***

Grading:

- Participation (measured by your attendance, discussion on Canvas, performance on homework, readings, and in-class writing): 20%
- Essays: 20%
- Creative submissions: 60%

Only the major assignments for each unit will be given a letter grade. All other assignments will receive a checkmark or complete (satisfactory), or a minus sign or incomplete (unsatisfactory). Unsatisfactory assignments will not be awarded points. Revisions that do not include substantial revisions and a description of the revisions made will not be graded as satisfactory.

Approximate grading scale for creative submissions:

A=Created, thought provoking work that institutes elements of craft and avoids the cliché. Grammar and mechanics errors are few or nonexistent. Goes beyond the assignment requirements to have an energy of its own.

B=Created work that institutes elements of craft, avoids the cliché, and shows promise for minimal revision.. Few grammar and mechanical errors.

C=Work that shows attempts at instituting elements of craft. Moderate grammar and mechanical errors.

D=Insufficient time and effort put into submission. Frequent grammar and mechanical errors. Minimum effort and disregard of craft.

F=Unsubmitted, plagiarized, or clichéd work with no attention to craft. Does not meet assignment requirements.

Course Expectations and WNMU Policies for Students

Attendance:

Online sections will be required to check into the class a minimum of three times per week.

You will get out of the course what you put into the course. You will need to be a self-starter and control your own calendar in order to meet the deadlines for the course.

Canvas Down Time and Inclement Weather:

Due to the possibility of Canvas down time or lack of connection due to inclement weather, it is important that you not wait until the last minute to finish assignments, postings, or assessments.

Posting Assignments and Discussions:

Students are responsible for posting all discussions on the Discussion Board and all assignments to the Assignments posting area. If you are having difficulty with this, it is your responsibility to contact the instructor so that s/he can get you the assistance you need to learn how to do this.

Informed Consent:

Some individuals may choose to disclose personal information during class. Therefore, it is important that all classmates agree not to discuss or write about what others have discussed in class without their permission.

Professionalism:

Students are learning professional skills and are expected to engage in class discussions, complete reading assignments, and meet deadlines as befits professional behavior.

Scholarly Writing:

Use clear college-level writing with correct spelling and grammar for all assignments. If you need help with your writing consult a *Smarthinking* writing tutor at <http://www.wnmu.edu/univ/smarthinking.shtml> ([Links to an external site.](#))[Links to an external site.](#).

Communications policy statement regarding official e-mail:

WNMU's policy requires that all official communication with the University, other than your in-class Canvas communications, be sent via Mustang Express. Emails sent to you by various WNMU departments related to your registration, financial account balance, changes in schedule, etc., will be sent to your **wnmu.edu** email address. It is very important that you access your Mustang Express email periodically to check for correspondence from the University. If you receive most of your email at a different address, you can forward your messages from Mustang Express to your personal address. To forward your WNMU e-mail to a personal e-mail address:

1. Log in to **Mustang Express**.
2. From the **My E-mail Inbox** in the center of the screen, select the small **E-mail** hyperlink (beside the envelope icon).
3. Select **Options**.
4. Select **Settings**.
5. Below **Mail Forwarding** at the bottom of the screen, type in your personal e-mail address.
6. Select **Save Settings**

WNMU policy on email passwords:

WNMU requires that passwords for access to all protected software, programs, and applications be robust, including complexity in the number of characters required, the combination of characters required, and the frequency in which passwords are required to be changed. Minimum complexity includes:

- Passwords shall contain at least six (6) characters
- Passwords shall contain at least one capital (upper case) letter, and at least one numeral.
- Passwords shall be changed at least every 90 days

Disability Support Services:

Services for students with disabilities are provided through the Student Health Center's Disability Support Services office. Some examples of the assistance provided are audio materials for the blind or dyslexic, note takers, readers, audio recorders, and special tutors. In order to qualify for these services, documentation must be provided by certified health care professionals. Disability Support Services information and forms are available by calling 575.538.6400 or emailing dss@wnmu.edu ([Links to an external site.](#))[Links to an external site.](#). The Disability Support Services office serves as Western New Mexico University's liaison for students with disabilities. wnmu.edu/studenthealth/dss/ ([Links to an external site.](#))[Links to an external site.](#)

Academic Integrity:

Each student shall observe standards of honesty and integrity in academic work as defined in the WNMU catalog. Violations of academic integrity include any behavior that misrepresents or falsifies a student's knowledge, skills or ability with the goal of unjustified or illegitimate evaluation or gain.

Generally violations of academic integrity include cheating and plagiarism. Refer to the WNMU catalog for definitions. Penalties for infractions are as follows:

For **Plagiarism**: Intentional or unintentional representation of another's work as one's own without proper acknowledgement of the original author or creator of the work:

- *1st infraction: Grade of 0 for assignment;*
- *2nd infraction: Dismissal from the class with grade of F and reported to Academic Affairs Office*

For **Cheating**: Using or attempting to use unauthorized materials and unauthorized collaboration with others, copying the work of another or any action that presents the work of others to misrepresent the student's knowledge:

- *1st infraction: Dismissal from class with grade of F and reported to Academic Affairs Office*

Course Access:

Access to online course materials will be available to students between the start and end dates listed in the class schedule.

Course Evaluation:

You are expected to complete a course evaluation to give feedback to the instructor. Please make a point to offer honest and reasonable suggestions and comments.

Need Help?

- Post your question to the Discussion Board in your online course.
- Send a question via Canvas email to your instructor.
- For **24/7 Canvas Help** call: **888.332.6994**
- Contact the WNMU **Help Desk** at helpdesk@wnmu.edu ([Links to an external site.](#))[Links to an external site.](#) or **575.574.4357**.
- Register for **IPS 010, Canvas Orientation**. This is a short, free, non-credit introduction to Canvas; no textbook is required. Once you complete the orientation activities, you can re-enter the course at any time during the semester to get additional help from the instructor as needed.
- Consult **Student Online Resources** at <http://learn.wnmu.edu/support/resstu.shtml> ([Links to an external site.](#))[Links to an external site.](#) for an online readiness assessment, Technical Requirements, Canvas tutorials and Canvas Student Guide.

Copyright:

The materials found in this course are only for the use of students enrolled in this course for purposes associated with this course and may not be retained by students in any electronic form or further disseminated or distributed to anyone not enrolled in this course without permission from the instructor.

FERPA

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of a student's education records. In order for your information to be released, a form must be signed and in your records located in the Admissions/Registrar's Office.

Withdrawal

Students deciding to discontinue class attendance and/or online participation have the responsibility for formal withdrawal from class prior to the date published in the catalog. Students may withdraw by the deadline within Mustang Express. Failure to withdraw from a class in which a student does not participate will result in an F for the course.

Tips for Success

- **Use time wisely.** You will invest as much or more time online as in face-to-face courses.
- **Use Chrome or Firefox browsers to access Canvas.** Internet Explorer is not as compatible with Canvas.
- **Log in to the course a few times a week to keep up.**
- **Ask questions often.**
- **Check your WNMU or Canvas mail often.** Your instructor sends the most important announcements to you through announcements that go through Canvas and forward to you wnmu email.
- **Bond with your peers.** Getting to know others in the course can help you study, troubleshoot Canvas, or clarify course requirements.

Disclaimer

Information in this syllabus can be changed to reflect scheduling or assignment modification. The updated syllabus will become your learning contract, so stay informed.

Code of Civility

In order to promote a positive, professional atmosphere among students, faculty and staff, the following Code of Civility has been developed:

- *Respect:* Treat all students, faculty, staff and property with respect and in a courteous and professional manner. This includes all communications, whether verbal or written. Let your actions reflect pride in yourself, your university, and your profession.
- *Kindness:* A kind word and gentle voice go a long way. Refrain from using profanity, insulting slang remarks, or making disparaging comments. Consider another person's feelings. Be nice.
- *Truth:* Exhibit honesty and integrity in your dealings with fellow students, faculty and staff members. Don't lie, don't cheat, and don't steal.

- *Responsibility:* Take responsibility for your actions. This includes gracefully accepting the consequences of your behavior.
- *Cooperation:* Exhibit a cooperative manner when dealing with students, faculty and staff so we may all work towards our common goals and mission.
- *Acceptance:* Accept differences in others, as they accept differences in you. This includes diversity in opinions, beliefs and ideas and everything else that makes us unique individuals.
- *Professionalism:* Always conduct yourself in a manner that will bring pride to your profession, to Western New Mexico University, and, most importantly, to yourself.

Student Support Services

Online Tutoring

WNMU provides Smarthinking, an online tutoring service. To access Smarthinking, go to the WNMU home page (wnmu.edu) and then open the Quick Links at the top. Smarthinking eTutoring can help with many topics.

Online Library Help

WNMU's J. Cloyd Miller Library subscribes to many e-resources that are fully accessible to online students. Visit the Miller Library home page by selecting the library's link from the Quick Links menu on the WNMU home page and use the Ask a Librarian or chat features. You can contact the reference desk at 575.538.6359.

Tech Support (Helpdesk)

If you have a technical support issue, please visit [this page. \(Links to an external site.\)](#) [Links to an external site.](#) Begin by clicking on the Non-Employees section

(1). You can check the Knowledge base (2), submit a help ticket (3), or use the Live Chat (4) (if it is offline, you can send a

Sample Project Assessment for ENGL 2310

	Exceeds Competencies	Meets Competencies	Falls below competencies
1. Students will plan and create projects that have dramatic frames.	The project has a clear dramatic frame that is well structured, coherent and cohesive.	The dramatic frame is present but may not have an obvious structure and may not be completely coherent and cohesive.	The dramatic structure is poorly structured and lacks cohesiveness and coherence.
2. Students will use effective dramatic strategies to persuade, inform, and engage.	The project has a clear conflict with clear complications and a clear resolution.	The conflict is not apparent or becomes apparent too late in the project. Complications and resolution to the conflict are there but may not be obvious.	The project lacks a clear conflict and thus complications and resolution..
3. Students will employ writing processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics.	The project shows a very conscious and deliberative description of this student's methodical writing process. The portfolio documents, though they are final versions, are evidence that this student's writing process "works."	The project shows that the writer utilizes at least a basic process and understands the value of this process in producing strong final essays, and the writer may indicate areas of weakness in writing process that are evident in the portfolio itself. The portfolio documents reflect at a functional writing process.	The project may acknowledge a lack of a systematic writing process or reflect a lack of knowledge or skill in following or creating an effective individual writing process that works effectively for him/her. The portfolio documents provide evidence of a lack of a structured process.
4. Students will employ tools from the creative writers' toolbox such as character building, dialogue, setting, plot. Etc.	The project effectively employs tools from the creative writers' toolbox.	The project does have elements of character building, dialogue, setting and /or plot, but they may not be fully developed or integrative.	The project lacks elements such as character building, dialogue, setting and /or plot
6. Students will engage in reasoned civic discourse in order to critically assess and critique work from professional writers and peers in the writing workshop.	The project reflects the writer's ability to engage in reasoned civic discourse in order to critically assess and critique work from professional writers and peers in the writing workshop.	The project reflects the writer's basic ability to critically assess the creative work of others, but may not be sensitive to the writer's intent or does not employ the proper vocabulary in communicating the assessment.	The project reflects the writer's inability to engage in reasoned civic discourse in order to critically assess and critique work from professional writers and peers in the writing workshop.
7. The project employs figurative language and sensory detail to show rather than tell in their project.	The project effectively employs figurative language and sensory detail in order to show rather than tell in their project.	This project does comply some figurative language and sensory detail but also relies on telling rather than showing.	The project lacks figurative language and sensory detail and tells rather than shows/

NEW MEXICO HIGHER EDUCATION DEPARTMENT



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DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	Communication, Humanities, and Social Sciences
Course Number, Title, Credits	ENGL 2320, Introduction to Fiction Writing, 3 credits
Co-requisite Course Number and Title, if any	N/A
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	Marissa Juarez, FT English Faculty
Email and Phone Number of Contact Person	Mjuarez8@cnm.edu; 224-4000 ext. 52294

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

English 2320, Introduction to Fiction Writing

List all learning outcomes that are shared between course sections at your institution.

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. Engage in a constructive conversation and community about fiction.

2. Read and critically engage with various works of fiction.
3. Compose creative works of fiction.
4. Provide respectful, honest, and critical feedback to peers about their work.
5. Learn a language that provides groundwork for workshop structure and peer critique.
6. Revise creative work based on peer feedback and critique.
7. Develop thoughtful workshop reflection on students' own writing and writing process.
8. Evaluate and engage with publication process.

Institution-specific Student Learning Outcomes

N/A

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

In this course, students will study a variety of fiction techniques (characterization, point of view, plot, perspective, distance, and dialogue) and genres (e.g., literary, historical, young adult, SciFi, horror, crime, and popular) to develop their craft. In analyzing published fiction, students will learn to identify the strategies the author uses to engage an audience, to fulfill their intended purpose, and to respond to a given socio-historical context. They will also evaluate these texts to determine stylistic and technical features within the writing, creating reader responses that support their interpretations of each text with evidence while giving them credit when appropriate. Further, students will identify the author's main points, key themes, and stance in order to understand the author's message. For example, students may read a selected short story to analyze the author's stylistic choices and to discuss how the writer creates a specific characterization with details such as dialogue, action, and description. After studying examples of fictional genres, students will create fictional texts that reflect an awareness of their writing situation, attending to their target audience, purpose, and context. Students will also develop their narrative technique, style, and voice, as well as other craft features of fiction. Students will engage in writing workshop and peer review to shape their work using peer and instructor feedback. Instructors will assess student compositions based on their appropriateness for the rhetorical situation (audience, purpose, and context); application of fiction writing strategies and techniques; use of supporting detail and description; and syntactical, mechanical, and grammatical clarity.

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

In writing a short story (see attached Short Story Assignment with rubric), students will use everyday observations to identify lines of inquiry that will inform their work, and they may be required to conduct additional primary and secondary research to gather information about a chosen topic and to develop their craft. Students may use various research methods, including interviews, observations, or references to print publication to develop their characters, settings, storylines, or dialogue while striving for accuracy in the presentation of these elements. Students will then draw conclusions about their topic based on the research they've conducted and use these to craft informed and probable fictional texts. As students locate supporting information related to their fiction, they will evaluate this information to determine credibility, accuracy, purpose, bias, and relevance while reflecting on their own personal biases and assumptions. Students will create storyboards to develop plot and action within their stories, planning out exposition, rising action, conflict, climax, and resolution. Ultimately, students will craft

fictional texts that include relevant supporting details to illustrate the subject, to create rich characterizations, and to present engaging plot lines. Instructors will evaluate students based on their use of fiction writing techniques and appropriateness for the chosen readership and purpose.

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 the outcomes of the third essential skill. 200 – 300 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 the outcomes of the third essential skill. 200 – 300 words.

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

Planning and writing fictional texts requires students to consider the authority and value of information and to use this knowledge when creating their stories and examining the stories of others. As a workshop class, students will post drafts of fictional texts for peers and instructors to review; students will write critiques of workshop drafts that evaluate the information presented, and they will cite specifics from each draft to support their responses to the work. During class workshops, students will discuss the value of information presented and offer suggestions for revision, drawing upon insights gained through class discussions, assigned readings, lessons, and activities. Students will develop knowledge of information structures by studying model fictional texts; published models will serve to guide students as they select an appropriate format for their work; organize their plot; produce relevant details for characters and setting; and ultimately share their stories with an audience. Students will research avenues of publication for their fiction, defining venues that reflect the scope of their work and developing a plan for achieving their personal publication goals. Students will also be asked to consider how they might translate modes of fiction writing to other writing situations, whether personal or professional, while continuing to hone their craft. Instructors will evaluate students' information and digital literacy based on their ability to create comprehensive peer critiques guided by course concepts and their engagement in the writing and revision process.

E. Supporting Documents

☒ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

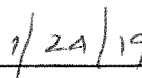
F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Short(ish) Story Assignment – English 2221: Fiction

Overview of Task: Short story writers use the elements of craft we've been discussing in class (characterization, point of view, beginnings and endings, dialogue, plot, and goals and motives) to develop stories that engage the reader emotionally and mentally. In this second assignment, you will write a short story of about 3-5 pages that incorporates these foundations of fiction while working to flesh out your characterizations and plot.

Points Possible: 100 points for the final story; 50 points for workshop draft and participation

Observations and Guidelines:

In the short short stories you wrote earlier in the term, many of you developed compelling characterizations while providing lengthy expositions noting "what the story is about." In this assignment, I'd like to see you focus how your characters propel the action in the story—what drives the characters to do what they do, and how does this action play out in the story?

To that end, I offer the following parameters for your second story:

- The story must develop characters who have clearly defined goals and motives.
- The story's action should have a beginning, middle, and ending—in other words, readers should be able to trace the conflict and resolution within the story.
- Whether the story is character-driven or plot-driven, it should include *action*—the characters should be doing.
- The story should attempt to balance exposition with dialogue and action within each scene. Be aware of providing exposition that does not support the plot.

If you are at a loss for how to begin, you might refer to the following list of story starters. You might also consider using one of these starters as a way to challenge yourself to move out of your writerly comfort zone:

Writer's Digest: <http://www.writersdigest.com/prompts>

Poets and Writers Magazine: <http://www.pw.org/writing-prompts-exercises>

Write Pop: <http://www.writepop.com/category/1001-story-ideas>

Due Dates: A rough draft of your short short story will be due in class on _____. Writers who are scheduled to be workshopped this unit need to bring both a hard copy for peer review and an electronic copy saved to a flash drive.

Whole class workshops will be held on _____. A revised draft, to be graded, will be due at the start of class on _____.

Requirements:

- Is at least 750 words, no more than 1250 words (roughly 3-5, double-spaced, typed pages)
- Is written in a consistent POV
- Applies techniques of characterization to define character goals and motives
- Incorporates dialogue effectively
- Includes a conflict and resolution
- Demonstrates the writer's sincere effort

Grading Criteria:

This unit we focused on dialogue and the internal landscape of characters. Thus, I will be reviewing your work for these elements of fiction writing, as well as those previously discussed in the term (beginnings and endings, point of view, characterization). I will also evaluate your ability to use correct grammar and mechanics (unless you have a

reasonable stylistic justification for not doing so). I will also need to see that you followed the requirements, turned in work on time, and participated meaningfully in the workshop and revision process. Below is a more specific breakdown of points for this assignment:

Criteria	Points Possible
The writer's story includes a well-developed characterization that allows insight into the characters' internal landscape. The characterization helps the reader to understand character goals and motives.	20
The writer's story draws upon techniques of writing dialogue from this unit and includes dialogue that lends insight into characters and actions.	20
The story includes a honed plot, with conflict and resolution.	10
The writer's story includes an engaging beginning and a satisfying ending.	10
The writer's story is written from a specific point of view that is consistent <i>throughout the story</i> .	10
The writer's choices are appropriate for their selected audience, purpose, and context.	10
The writing employs cohesive sentence structure and follows relevant guidelines for grammar, mechanics, spelling, and punctuation (unless they have a reasonable stylistic justification for not doing so).	10
The story meets length requirements and demonstrates a sincere effort on the part of the writer.	10
TOTAL	100

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CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	School of Communication, Humanities, & Social Sciences
Course Number, Title, Credits	SIGN 1110, American Sign Language I, 4 credits
Co-requisite Course Number and Title, if any	None
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	Julie Mason, Faculty
Email and Phone Number of Contact Person	jmason15@cnm.edu

Was this course previously part of the general education curriculum?

☐ Yes ☒ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

List New Mexico Common Course Prefix, Number and Name

List all learning outcomes that are shared between course sections at your institution.

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. Engage in basic conversations using ASL, such as introducing oneself, exchanging personal information, and talking about one's surroundings. 2. Demonstrate the use of grammatical structures, including spatial referencing, use of classifiers, role shifting, ASL syntax, and non-manual signals (NMS). 3. Demonstrate clear sign production using an understanding of sign parameters: handshapes, movement, location, palm orientation, and NMS in targeted lexicon. 4. Demonstrate the use of basic ASL vocabulary and expressions necessary for conversations about real-life situations. 5. Evaluate and provide feedback concerning peers' and one's own uses of ASL. 6. Develop culturally-appropriate behaviors and conversation strategies within a variety of contexts for interacting with people who are Deaf. 7. Demonstrate effective use of comprehension and expressive ASL skills through narrative and/or storytelling activities. 8. Describe issues of the American Deaf community and Culture.

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

Throughout this course, students will attempt to communicate with each other and their instructor mostly in the target language (American Sign Language). A suggested immersive approach to instruction will allow students to use their emerging knowledge to identify vocabulary and grammar structures such as spatial referencing, classifiers, and non-manual signals through repetition and eventually, incorporation. In addition, the immersive approach also allows students to become familiar with the genre and medium of ASL. Students must communicate in either the target language or by using alternative, culturally-appropriate behaviors and methods of communication such as gesturing, writing, fingerspelling, etc. They will apply their awareness in various situations presented to them through a theoretical cultural lens by writing summaries assessing their experiences when attending a minimum of two Deaf events. This helps students practice communicating in the target language with native and fluent users of American Sign Language, as well as learning to use different strategies for the purpose of achieving successful communication. Alternatively, in the event students are unable or uncomfortable with the idea of live target language practice, they may instead choose to view a minimum of two Deaf/ASL-related films. In these summaries, students assess the communication they have seen and may write about whether they agree with the film's or its characters' points of view about ASL and why, using supporting evidence from their readings and other videos from throughout the semester. A grading rubric is used to assess these papers.

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

In this course, students are exposed to a wide variety of mediums detailing the demographic of native/fluent users of American Sign Language. ASL is unique in that the majority of its users learn the language from their peers, rather than their parents. Students work to understand the fundamental cultural and political structures of this community demographic, in order to ensure that they are learning and using the target language (ASL) in appropriate, culturally acceptable ways. To assist students in differentiating between the many different perspectives making up this linguistic community, students are asked to conduct research on a course-related topic of their choosing (discussing issues of the American Deaf community/culture) and write a short research paper (or alternatively, present their findings to the class). In their research process, students learn how to gather and evaluate evidence for credibility in

order to support their topic. They are also encouraged to evaluate their own personal assumptions, reasoning, and conclusions by answering questions from their classmates and/or the instructor about their research. Student work is assessed using a grading rubric (see the attached) gauging their ability to collect supporting evidence from a variety of appropriate sources and form their own conclusions or solutions in their research.

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 the outcomes of the third essential skill. 200 – 300 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 the outcomes of the third essential skill. 200 – 300 words.

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

Throughout this course, emphasis is placed on supporting students' development in information and digital literacy. As the target language (American Sign Language) is a visual one, students are required to produce and submit their language exercises in a digital video format. This process allows students to learn how to share and communicate appropriate information in formats commonly used by the ASL linguistic and cultural communities. The first video assignment is designed specifically to allow students to troubleshoot any problems that may occur in their attempts to understand how to use their digital devices to create videos in order to communicate in American Sign Language. Students also recognize the value of the information in the language exercises in their textbook DVDs, which model appropriate language. Students will also use this resource ethically in a manner determined by the instructor and grading rubric. For example, students may use language models to practice their language exercises but may not directly copy the signing models while recording their own video assignments. Video assignments alternate between textbook/DVD exercises and spontaneous language creation in narrative/storytelling activities. These video assignments are assessed by the instructor and a grading rubric which addresses appropriate information and digital guidelines, language development, and language proficiency.

E. Supporting Documents

☒ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

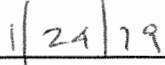
F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date



ASL I Research Project

You have the choice between writing a research paper OR doing a presentation for the class. You do not have to do both.

Please give careful consideration to the topic you would like to research. A list of suggested topics is provided - please see me if you would like to research something you do not see on the list.

This project will be due Week 8 - presentations will take place on Monday, March 6th and Wednesday, March 8th. Papers are still due by March 8th. If you choose to write a paper, please write 3-5 pages, double-spaced, size 12 Times New Roman font. You will be expected to cite your sources (MLA or APA accepted). You must have at least 3 different references (Wikipedia websites do not count!) which may be books, websites, DVDs, videos, etc. The websites and online videos that you use must be factual and preferably have citations of their own. Do not use/plagiarize other people's presentations/papers. Refer to <https://owl.english.purdue.edu/owl/> for help with APA or MLA formatting. Citations from websites must include URLs, not just the website title.

For a class presentation, you will need to dress up professionally (i.e. nice clothes, not your gym sweats and shorts) and prepare your material to speak for at least 5 minutes, but no more than 10 minutes. You will craft an attractive and organized Powerpoint, Keynote, or Prezi slideshow that may include video clips, but you will still need to speak for at least 5 minutes total out of your entire presentation. Your Powerpoint should also include at least 3 references on a separate slide (see above paragraph).

Potential Topics:

- Deaf Technology

- Origins of American Deaf Institutes
 - Thomas Hopkins Gallaudet
-
- De'VIA (Deaf View/Image Art)
 - Laurent Clerc
 - Martha's Vineyard and the Deaf Community
 - Deaf Talent (#DeafTalent)
 - Deaf President Now! (DPN)
 - 1880 Milan Conference and Its Impact on Deaf Education
 - Alexander Graham Bell (AGB) and his role in Deaf Education
 - National Association of the Deaf (NAD)



If you will be presenting, please
do your best to dress
professionally for a formal
presentation!

- George Veditz
- Deaf Cultural habits and customs, and how they may have developed
- Deaf Businesses/What is Deaf Economy or Deaf Ecosystem?
- Black ASL
- Deaflympics
- Helen Keller
- William "Dummy" Hoy (A famous Deaf baseball player)
- National Theater of the Deaf (NTD)
- Americans With Disabilities Act (ADA) and how did it improve things for Deaf people? Does the ADA need improvement?
- Marlee Matlin
- World Federation of the Deaf (WFD)
- **?? You Pick! Discuss your choice with your teacher first!**

Research Paper Rubric (continued)

Criteria	Unsatisfactory - Beginning	Developing	Accomplished	Exemplary	Total
Organization	0-6 points	7 points	8 points	9-10 points	/10
	Paper lacks logical organization and impedes readers' comprehension of ideas. Central position is rarely evident from paragraph to paragraph and/or the paper is missing multiple required components.	Paper is somewhat organized, although occasionally ideas from paragraph to paragraph may not flow well and/or connect to the central position or be clear as a whole. May be missing a required component and/or components may be less than complete.	Paper is adequately organized. Ideas are arranged reasonably with a progression of thought from paragraph to paragraph connecting to the central position. Includes required components (introduction, body, conclusion, Reference List, etc.) for the most part.	Paper is effectively organized. Ideas are arranged logically, flow smoothly, with a strong progression of thought from paragraph to paragraph connecting to the central position. Includes all required components (introduction, body, conclusion, Reference List, etc.).	
Writing Quality & Adherence to Format Guidelines	0-6 points	7 points	8 points	9-10 points	/10
	Paper shows a below average/poor writing style lacking in elements of appropriate standard English and following proper APA or MLA guidelines. Frequent errors in spelling, grammar, punctuation, spelling, usage, and/or formatting.	Paper shows an average and/or casual writing style using standard English and following APA or MLA guidelines. Some errors in spelling, grammar, punctuation, usage, and/or formatting.	Paper shows above average writing style and clarity in writing using standard English and following APA or MLA guidelines. Minor errors in grammar, punctuation, spelling, usage, and/or formatting.	Paper is well written and clear using APA guidelines and standard English characterized by elements of a strong writing style. Basically free from grammar, punctuation, spelling, usage, or formatting errors.	
Timeliness* and Length of Paper (* unexcused late)	Deduct 11 points-overall failing	Deduct 6-10 points	Deduct 1-5 points	0 points deducted	/---
	Paper is submitted 2-3 days (49-72 hours) or more after the deadline and/or substantially lacks/exceeds the required length	Paper is submitted 1-2 days (25-48 hours) after the deadline and/or is somewhat lacking (or exceeds) the required length.	Paper is submitted within 1 day (24 hours) after the deadline and meets the required length (3-5 pages for the body).	Paper is submitted by the deadline and meets the required length (3-5 pages for the body).	
TOTAL POINTS (sum of 6 Criteria)					/100

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
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DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	School of Communication, Humanities, & Social Sciences
Course Number, Title, Credits	SIGN 2214, Introduction to Deaf Culture & the Deaf Community, 3
Co-requisite Course Number and Title, if any	None
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	Julie Mason, Faculty
Email and Phone Number of Contact Person	jmason15@cnm.edu

Was this course previously part of the general education curriculum?

☐ Yes ☒ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

SIGN 2214, Introduction to Deaf Culture & the Deaf Community

List all learning outcomes that are shared between course sections at your institution.

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. Discuss the characteristics of North American Deaf/Hearing communities. 2. Recognize and define aspects of power and oppression including cultural appropriation, hearing privilege, audism, linguicism, and ableism.

3.Examine the labels and stereotypes of Deaf people in historical context (cultural vs. pathological perspectives on Deaf people). 4. Identify the Deaf community's historical events, person(s), and organizations that impact the Deaf community. 5. Explore the traditions of Deaf people - Deaf history, Deaf folklore, Deaf Art/De'VIA, ASL literature, and Deaf literature.

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

At the start of this course, students will work together to identify and communicate different values, belief systems, and traditions amongst themselves and mainstream America throughout a series of discussions within the classroom and online through Blackboard. After completing assigned readings, students will write an evaluate of the similarities and contrasts between their own cultures/communities and the American Deaf community as outlined within the readings. Further discussions on different traditions of Deaf people allow students to understand the genres and mediums Deaf people use to share via folklore, art, and Deaf/ASL literature. Students will understand various Deaf artists and evaluate their messages and will also engage in their own De'VIA (art) project to create their own personal message to communicate to others. Throughout the course, students will continue to seek out key arguments underlying different factors which make up the various identities within the Deaf community, and using extensive research, write a paper or present to the class a persuasive argument that integrates support from their assigned readings. Student learning will be assessed through a grading rubric that evaluates their skill in assessing sources for credibility and producing an effective argument (see attached assignment and rubric).

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

Instructors will present students with varying perspectives on deafness--pathological, anthropological, sociological, cultural, etc. Then students will evaluate forms of oppression and power imbalances that occur between majority and minority groups by identifying different potential perspectives through class discussions. Students will problem set to develop a solution for a problem that they have identified for the minority group they have chosen (e.g. Touchscreen ordering in fast-food drive-thrus to cut down on the miscommunication and misunderstandings between Deaf drivers and hearing fast-food workers at the drive-thru window). Students may also evaluate collected data about existing technological solutions for bias and validity (e.g. signing robotic gloves helps hearing people understand signing deaf people, but does nothing to help deaf people understand hearing people's speech) and present their findings and research on the realistic applications of these technologies to the class, which may later be developed into a research paper based on the data gathered. Students must also include a proposal for either a different type of technology or a different solution to the same problem, which will be evaluated by their peers through oral critiques. Student learning will be assessed through grading rubrics which evaluates their research presentations and/or papers, as well as their peer oral critiques of their classmates' presentations.

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 the outcomes of the third essential skill. 200 – 300 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 the outcomes of the third essential skill. 200 – 300 words.

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

Students will engage in class discussions on assigned readings to compare sources and evaluate their authors for credibility, applying their knowledge of cultural information of the Deaf community to determine whether the opinions and information outlined reflects shared or oppositional values. In addition to understanding the underlying opinions and perspectives within the readings, students will need to determine and evaluate whether the authors are making ethical arguments favoring their position with well-researched sources or creating an argument based on biased research. Together, students will define a problem facing Deaf people (e.g. biased research skewed in favor of signing with hearing babies but forbidding sign language with Deaf babies despite other research showing that signing with Deaf babies actually promotes better language, cognitive, and even speech development) and work together to create a potential solution to the original problem. This research presentation should be organized and shared with the class in an appropriate digital format such as a video, PowerPoint, Prezi, or website designed to communicate the problem, their thesis statement, some kind of demonstration of their proposed solution, and research citations. Student learning will be assessed through a grading rubric which evaluates student ability to evaluate their sources' credentials and authority, as well as the quality of their design and demonstrated ability to solve the basic problem proposed within their project.

E. Supporting Documents

☒ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

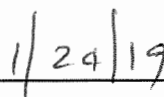
F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <http://www.hed.state.nm.us/programs/general-education.aspx>

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Problem-Solving: Group Presentation

The purpose of this project is to work together in a small group (4-5 people) to identify a problem facing the Deaf community, and to come up with a design proposal and demonstration for a potential solution. You must support your proposal with research from the assigned readings and external research. (Hint: Check the library!)

Time limit: 10-15 minutes. Your group must each take turns, so make sure to divide your time wisely!

1. Digital format: As it is doubtful that you will be able to build a working model of the new technological solution you will be designing, please create some kind of digital presentation to help us visualize your design proposal. This can be within a video, a Powerpoint with illustrations or photographs, a website, a 3D model, etc. Your group must have created the visual aid(s) (no typing in a Google search to show us random images or clip art!)
2. In the event your proposed solution is non-technological, but instead requires societal educational and/or behavioral shifts, you may demonstrate how to put your proposed changes into effect by using your group members - whether it be a mini skit, an educational lesson for the class, or roleplay activity, etc.
3. Make sure you get your proposal plan approved by me (the instructor) first!
4. Your presentation **MUST** have your references provided in APA format on a page separate from the rest of the presentation (e.g. last page of a Powerpoint presentation, a new page on a website, etc.) as well as on a completely separate page which will be the last page of your written paper.
5. You will turn in your written research proposals at the same time as your presentation. (See Blackboard for separate instructions and rubric on written research proposals.)

Rubric is provided on Blackboard (learn.cnm.edu).

Research Presentation Rubric

Name: _____ Group: _____

SIGN 2214: Introduction to Deaf Culture & the Deaf Community

Problem-Solving Rubric

Standards	5 - 4 Exemplary	3 - 2 Satisfactory	1-0 Unacceptable	Score	Weight	Total Score
Organization	Has a clear opening statement that catches audience's interest; maintains focus throughout; summarizes main points	Has opening statement relevant to topic and gives outline of speech; is mostly organized; provides adequate "road map" for the listener	Has no opening statement or has an irrelevant statement; gives listener no focus or outline of the presentation		X 2	
Content	Demonstrates substance and depth; is comprehensive; shows mastery of material	Covers topic; uses appropriate sources; is objective	Does not give adequate coverage of topic; lacks sources		X 2	
Quality of conclusion	Delivers a conclusion that is well documented and persuasive	Summarizes presentation's main points; draws conclusions based upon these points	Has missing or poor conclusion; is not tied to analysis; does not summarize points that support the conclusion		X 2	
Delivery	Has natural delivery; modulates voice; is articulate; projects enthusiasm, interest, and confidence; uses body language effectively	Has appropriate pace; has no distracting mannerisms; is easily understood;	Is often hard to understand; has voice that is too soft or too loud; has a pace that is too quick or too slow; demonstrates one or more distracting mannerisms		X 1.5	
Use of media	Uses slides effortlessly to enhance presentation; has an effective presentation without media	Looks at slides to keep on track; uses an appropriate number of slides	Relies heavily on slides and notes; makes little eye contact; uses slides with too much text		X 1.5	
Response to Questions	Demonstrates full knowledge of topic; explains and elaborates on all questions	Shows ease in answering questions but does not elaborate	Demonstrates little grasp of information; has undeveloped or unclear answers to questions		X 1	

Reviewer _____

Grand Total _____

NEW MEXICO HIGHER EDUCATION DEPARTMENT



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New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	School of Communication, Humanities, & Social Sciences
Course Number, Title, Credits	SIGN 2120, American Sign Language IV, 3 credits
Co-requisite Course Number and Title, if any	None
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	Julie Mason, Faculty
Email and Phone Number of Contact Person	jmason15@cnm.edu

Was this course previously part of the general education curriculum?

☐ Yes ☒ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

SIGN 2120, American Sign Language IV

List all learning outcomes that are shared between course sections at your institution.

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

1. Demonstrate advanced-intermediate level comprehension and production skills incorporating complex ASL grammatical features, including classifiers, non-manual signals, role shifting, and spatial

organization. 2. Identify and understand ASL idioms/expressions and how they are used in ASL discourse. 3. Comprehend and discuss ASL texts on a variety of topics, signed by a variety of Deaf people. 4. Demonstrate an understanding of ASL-English equivalents through translation tasks. 5. Use self-evaluation and peer/instructor feedback to revise one's video ASL texts. 6. Develop cultural competence through exposure to and reflection on Deaf culture

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

Throughout this course, students will communicate with each other and their instructor entirely in the target language (American Sign Language). An immersive approach to instruction will allow students to improve their developing knowledge of advanced-intermediate level comprehension and production skills by practice, repetition, and incorporation in discussion of a variety of topics in the target language. In addition, the immersive approach also reinforces students' knowledge of the genre and medium of ASL. Students must communicate in either the target language or by using alternative, culturally-appropriate behaviors and methods of communication such as gesturing, writing, fingerspelling, etc. They will apply their advancing awareness in various situations presented to them through a theoretical cultural lens by writing summaries assessing their experiences when attending a minimum of two Deaf events. This helps students practice versatile communication in the target language with native and fluent users of American Sign Language, as well as learning to use different strategies for understanding, evaluating, and creating successful communication. Alternatively, in the event students are unable or uncomfortable with the idea of live target language practice, they may instead choose to view a minimum of two Deaf/ASL-related films. In these summaries, students assess the communication they have seen and may write about whether they agree with the film's or its characters' points of view about ASL and why, using supporting evidence from their readings and other videos from throughout the semester. A grading rubric is used to assess these papers.

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

In this course, students examine a wide variety of mediums detailing the demographic of native/ fluent users of American Sign Language. ASL is unique in that the majority of its users learn the language from their peers, rather than their parents. Students continue to evaluate the cultural and political structures of this community demographic, in order to ensure that they are learning and using the target language (ASL) in appropriate, culturally acceptable ways. To assist students in differentiating between the many different perspectives making up this linguistic community, students are asked to conduct research on a course-related topic of their choosing, discussing issues of the American Deaf community/culture) and present their findings to the class in the target language in a long presentation and with more complex ASL grammatical features. In their research process, students learn how to gather and evaluate evidence for credibility in order to support their topic. They also evaluate their own personal assumptions and conclusions by answering questions from their classmates and/or the instructor about their research. Student work is assessed using a grading rubric gauging their ability to collect supporting evidence from a variety of appropriate sources and form their own conclusions or solutions in their research.

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 the outcomes of the third essential skill. 200 – 300 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 the outcomes of the third essential skill. 200 – 300 words.

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

Throughout this course, emphasis is placed on developing students' advancement in information and digital literacy. As the target language (American Sign Language) is a visual one, students are required to produce and submit their language exercises in a digital video format. This process allows students to their digital literacy to share and communicate appropriate information in formats commonly used by the ASL linguistic and cultural communities. Students also recognize the value of the language exercises in their textbook DVDs, which model the appropriate language. Student will also use this resource ethically use language models to practice their language exercises but may not directly copy the signing models while recording their own video assignments. Video assignments alternate between textbook/DVD exercises and spontaneous language creation in narrative/storytelling activities and ASL-English translation tasks. These video assignments are assessed by the instructor and a grading rubric which addresses appropriate information and digital guidelines, language development, and language proficiency.


E. Supporting Documents

☒ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

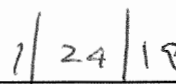
F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____

Date

☐ Approved ☐ Denied

If denied, rationale:

.....
Institution Notified on _____

Date

SIGN 2120 ASL Interactive Presentation

Due: Week 12

What: You will need to create an interesting demonstration (in ASL!) that you will perform for your classmates. You may choose an assistant or two (no more than 3 in a group), but YOU will be the one presenting. Keep in mind, if you agree to be an assistant for someone's presentation, you will still need to present your own, separate demonstration. Demonstrations must be a minimum of 10 minutes, and no more than 20 minutes (including Q & A). You are responsible for bringing all materials and handouts necessary for your demonstration. Please use good judgment when choosing a subject to present on (i.e., no dangerous or illegal materials/devices; and no demonstrations that could risk injury or damage to yourself, others, or property).

Example A: Maria decides to show the class how to cook ahi tuna, so she brings a small portable electric grill to class (she checked with security beforehand to make sure it was an approved device!), along with her assistants, who help bring paper plates/utensils so the entire class can enjoy samples.

Example B: Jared wants to show off his magic tricks, and decides on a simple skill to teach the class - the art of misdirection. He gives everyone a small number of cards and invites them to try out the tricks he instructs them to do. The class learns how he does that one amazing card trick!

Example C: Alex knows they will be out of town during presentation week, so after asking the instructor for permission, they create a video demonstration for the instructor to show during class. Their demonstration is on how to capture the best long exposure of the night sky and the stars with any digital camera.

*You have 12 weeks to plan your demonstration and to practice how you would like to sign it in ASL! As always, you are welcome to ask for help on more advanced vocabulary and complex grammar structure, and we will be learning plenty of narrative/storytelling techniques this semester to help you. You may decide whether you would like to present first and have a Q & A at the end, or if you would like a more interactive approach.

RUBRIC FOR SIGN 2120 INTERACTIVE PRESENTATION

(Based on rubric designed by Foreign Language Department of McLean County Unit District #5, Normal, IL)

	Required Elements	Comprehensibility- Ability to communicate ideas and to be understood.	Accuracy	Fluency – Ability to communicate clearly and smoothly.	Comprehension – Ability to understand and respond appropriately
4	Complete – The student provides higher quality information than required in the description of <i>the activity</i> .	The student uses all appropriate language to convey the main idea clearly.	Structures and vocabulary are used correctly.	The student signs clearly and without hesitation. Sign production and non-manual signals natural.	The student responds immediately.
3	Generally complete – The student provides all information required in the description of the activity.	The student conveys main ideas using appropriate language with only minor errors.	Any mistakes in usage are without pattern and do not distort the meaning or <i>inhibit</i> communication	The student signs with hesitation. Production and NMS do <i>not prevent</i> effective communication.	The student responds with hesitation or to a prompt.
2	Partially complete – The student provides some information required in the description of the activity.	The student uses inappropriate language with major errors and the main idea is unclear.	Mistakes in usage are frequent and may distort meaning or inhibit communication	The student signs haltingly, with long pauses. Production and NMS errors impede communication.	The student responds incompletely or inappropriately.
1	Incomplete – The student provides little of the information required or fails to complete the assignment.	The student language is basically incomprehensible.	Mistakes in usage are pervasive, distort meaning and prevent effective communication	Constant hesitations and extreme problems with sign production cause communication to break down.	The student fails to respond.
Score					

NEW MEXICO HIGHER EDUCATION DEPARTMENT



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CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	New Mexico State University
Department	English
Course Number, Title, Credits	ENGL 111G, Rhetoric & Composition, 4-credits and ENGL 111GH, Rhetoric & Composition Honors, 4-credits and ENGL 111 M, Rhetoric & Composition for International and Multilingual Students, 4-credits <i>Note: ENGL 111GH and ENGL 111M are an honors and multilingual versions of ENGL 111G, respectively. Instruction in these three courses is not differentiated with respect to general education essential skills. We request that this one certification form serve to certify all three courses.</i>
Co-requisite Course Number and Title, if any	--
Is this application for your system (ENMU, NMSU, & UNM)?	yes
Name and Title of Contact Person	Lauren Rosenberg, Associate Prof. English, NMSU
Email and Phone Number of Contact Person	laurenr@nmsu.edu ; 575-646-2239

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

ENGL 1110 Composition I

List all learning outcomes that are shared between course sections at your institution.

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 institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

Students will analyze and evaluate written communication in terms of situation, audience, purpose, and diverse points of view. Students should be able to express a primary purpose in a compelling statement and order supporting points logically, and in a way that maintains their reader's focus. Students should use effective rhetorical strategies to evaluate and develop various genres of writing that inform and engage their audiences. Students will employ writing processes, such as planning, collaborating, organizing, reviewing, revising, and editing when they compose.

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

Students should read actively and think critically, grappling with difficult and critical texts when they write. Students will analyze and evaluate written communication with awareness of rhetorical situation, audience, purpose, and the potential effects of their words. They will use writing to respond to, reflect on, assess, and synthesize their analyses and evaluations. Students will practice writing processes (inventing, drafting, revising and editing) with a focus on using writing to problem solve and to learn. Students will be introduced to new methods of academic inquiry, rhetorical analysis, and interpretation of research.

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

N/A

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

N/A

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

Students will gather, integrate, and document research from credible, quality sources to support their primary purposes when communicating. Students should engage in reasoned civic discourse, while recognizing distinctions among opinions, facts, and inferences. Students should become conscious of the importance of having access to in-depth and truthful information. They will be introduced to current sociopolitical events through the exploration of multimodal texts. Students will write critically in response to the sources and topics of their research, thus developing new literacies by engaging in new and existing conversations.

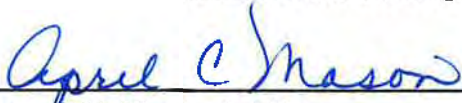
E. Supporting Documents

☒ **Sample Course Rubric Attached** (recommended) ☒ **Sample Assessment Attached** (required)

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

Link to Institution's General Education Assessment Plan – Under Development

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Sample assignment for ENGLISH 111G, Rhetoric & Composition

Preface to the assignment:

The following assignment asks students to demonstrate these essential skills:

- Develop research and assessment skills
- Apply various concepts and skills in multiple communication contexts.
- Show critical thinking by taking and defending a position through discussion and explication
- Gather and document sources

English 111G

Course Major Research Project

Kathy Roark-Diehl, Professor of English

NMSU Alamogordo

Students will work on their research and assessment skills by selecting a possible instance of fake news, researching the history and details of that story, and by evaluating sources found relating to the story. This is the cornerstone research project for this course. Students will be introduced to more complex college level research and source assessment than previous modules. Students will improve their writing skills by writing a paper that takes and defends a position through discussion and explication.

Primary Course Objectives: 1, 3, 4, 5, 6, and 7

Module Objectives: In this module student will:

- Practice research via the internet;
- Evaluate sources found exclusively on the Internet;
- Research and find traditional sources to support topic;
- Apply the writing process in order to review materials and create preliminary draft materials;
- Create an introduction that provides an engaging overview of the topic's key points;

- Explain why the news story has been questioned;
- Take a position and qualify it with detail;
- Qualify judgments using summary, direct reference, and citation;
- Qualify judgments through reasoned discourse;
- Create a correct, MLA works cited page;
- Edit collaboratively in peer review;
- Revise based on peer and instructor commentary.

Completed Essay Parameters:

- 1-paragraph introduction that gives the essential details of the news story
- Thesis statement containing an enthymeme
- 1-2 paragraphs which present reasoned discourse from *both sides*
- 1 -2 paragraphs detailing if the news is fake or true
- Each section of the paper will be qualified with detail and support from qualified sources

Format and Technical Elements:

Papers should be word-processed and follow MLA formatting to include

- 1-inch margins all around,
- 12-point font,
- ½ inch indentation for paragraphs
- Heading in upper left hand corner
- Page numbering, bottom center
- MLA formatting rules are found on pages 167-173 in the *Hacker Style Guide*.

Essay Resource Requirements

This paper asks student to primarily use research found on the Internet; however, at least two sources must be “traditional,” i.e. a book or article from the library or library database.

- Four internet sources
- 2 “traditional” sources

Activities & Assignments:

This research paper is supported by other course activities and team projects which will expose you to the issue of fake news as well as provide tools for analyzing instances of fake news.

- **Class & Daily Journal: November 1 collection (50 points)**
- **Two Reading Assessments (2 @ 50 points each = 100)**
 - Caitlin Dickerson: "How Fake News Tuned a Small Town Upside Down"
 - Silverman and Tsubacki: "Verification Handbook"
- **Topic proposal and Annotated Bibliography due October 30 Wednesday (100 points)**

- **Thesis Statement Workshop (0 points but essential!)**
- **Peer Review, (50 points)**
- **Final Essay (200 points)**

The Grading Rubric:

Criteria:	Detailed Criteria	Exceeds Expectations	Meets Expectations	Developing	Does Not Meet/No evidence
Essay has a detailed overview.	25 points This overview sets the context for the news story and helps the reader understand how it was understood when it first came out.				
Thesis statement/ Compelling Statement	25 points This thesis statement makes a clear claim and has a 3-point enthymeme				
Reasoned discussion and support (or non-support) of news story which includes depth of analysis	50 points You must be detailed in how the fake news is, indeed fake, or how you were able to verify that it was true. Here, your essay will need verification from reliable sources.				
Use and summary of sources	25 points Your best sources should be summarized in this essay.				
Use of in-text citation and direct reference	25 points Citations have proper signal phrases and				

	clearly point to the source				
Paragraph Structure & Content	25 points Paragraphs have sound structure and focused content				
Editing: Standard Edited English	25 points Essay is free of typographical /grammatical error				

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	New Mexico State University
Department	Communication Studies
Course Number, Title, Credits	COMM 265G, Principles of Human Communication, 3 credits and HON 265G, Principles of Human Communication, 3 credits <i>Note: HON 265G is an honors version of COMM 265G. Instruction in these two courses is not differentiated with respect to general education essential skills. We request that this one certification form serve to certify both courses.</i>
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	Yes
Name and Title of Contact Person	Greg G. Armfield, PhD., Associate Professor and Basic Course Director, NMSU – Las Cruces.
Email and Phone Number of Contact Person	armfield@NMSU.edu , (575) 646-4729

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

List all learning outcomes that are shared between course sections at your institution.

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

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

1. Describe basic communication terms, forms, and concepts.
2. Identify basic communication research methods and theories.
3. Explain the significance of ethics and diversity in communication processes.
4. Apply various concepts and skills in multiple communication contexts.

Institution-specific Student Learning Outcomes

Integrate research correctly and ethically from credible sources to support the primary purpose of communication.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

COMM 265G engages students in a variety of genres and media to include oral, written, and electronic communication. Assignments are designed to articulate the role that communication plays in their lives. The students are required to demonstrate appropriate communication strategies for interpersonal interactions, written work, group interactions, and oral presentations. At the beginning of the course, students are introduced to basic communication models and develop an understanding that the transactional model can work as a touchstone to evaluate the most effective way to communicate in any given situations; students therefore evaluate and practice communication skills such as perception checking, confirming messaging, responsive listening and paraphrasing, intercultural communication, conflict management, group communication, persuasion, and public speaking. Students compose, rehearse, and deliver at least lengthy informative or persuasive speech, and practice the composition and delivery of several short speeches throughout the semester. Written and spoken communication is assessed for successful implementation of an effective Introduction (attention device, thesis statement, summary of main points, and credibility statement). The body of the speech is evaluated for integration and development of main points that support the speeches stated thesis (or central idea). In addition, students are introduced to the recognition of fallacious arguments and forms of logical thinking to help them create and evaluate effective arguments for persuasive communication. The final speech act is assessing on summarizing a presentation and properly concluding the speech or using a call to action in persuasive speaking. Students refine communication skills over the course of the semester as they are introduced to theories and practices of communication. Assessment of learning is conducted by rubric on all public speaking assignments (informative, persuasive, and/or special occasion), research and/or analysis paper over a communication process or ethical issues in communication acts, small group work and discussions and other in class activities.

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

The students in COMM 265G are required to engage in critical thinking throughout the semester. Examples of this can be seen in multiple places. First, students are required to analyze communication acts with the expectation of being able to demonstrate appropriate communication strategies. These strategies are formed with an evaluation of the various practices, supported by evidence and then using reasoning to support the communication strategies

employed. Additionally, presentations require that students prepare and present messages with a specific intent. This assignment holds the expectation that students will identify a topic, conduct audience analysis, prepare a message to support the rhetorical purpose of the assignment, present the message appropriately using a minimum of three sources of evidence and logical reasoning to support the claims made, and avoid fallacious or poor reasoning. Students also engage in conflict management by describing an interpersonal or cultural conflict they have experienced; identify the various strategies or relationship or conflict resolution that were did used; and reassess what other strategies could have been used and whether or not those strategies would be more effective. Students also take part in an in-class ethics debate where they are required to take a stance and argue both sides. Topic can range from misuse or misrepresentation of data, or if the use of deception in certain occupations is ethical. Regardless of topic, students must argue the pro and con stance in the ethical debate.

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 the outcomes of the third essential skill. 200 – 300 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 the outcomes of the third essential skill. 200 – 300 words.

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

Students are required to use, document and integrate sources ethically in COMM 265G. Because of the nature of this course, we ask that students give credit to their sources with appropriate citation style (typically APA) and evaluate sources effectively regarding sharing credible information. Additionally, students have to collect the information for informative and persuasive communication artifact creation. Common digital search strategies are identified along with distinctions between academic and popular sources (with a focus on gathering credible academic content). With a goal of developing research proficiency, students make use of various electronic possibilities (Google Scholar, social media channels, various websites to promote inquiry and NMSU Libraries article databases). Ethical issues are identified and discussed, especially in regard to source credibility. Students are required to determine the source's credibility and appropriateness for the assignment. Research protocols in regard to intellectual property are identified, with particular emphasis on plagiarism avoidance through APA practices. Responsible research documentation is incorporated into assignment rubrics. As appropriate, digital information structures are identified and examined through pertinent examples. Among the various assignments that introduce students to research as inquiry are primary research assignments and secondary source research papers. In short, students must be able to demonstrate the ability to research topics for individual and group assignments (speeches and papers) using the Internet and library resources.

E. Supporting Documents

☒ **Sample Course Rubric Attached** (recommended)

☒ **Sample Assessment Attached** (required)

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

Link to Institution's General Education Assessment Plan [Click here to enter text.](#)

This course meets institutional standards for general education.

April C. Mason

Signature of Chief Academic Officer

25 Jan 19

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

COMM 265G

Persuasive Speech Assignment

Purpose

The persuasive speech requires you to research, compose, and deliver a persuasive speech that seeks to change your audience members' thoughts (beliefs, attitudes, values) and/or their behaviors. You will have an effect on the lives of your audience members, so please take this responsibility seriously! Matters of ethics are central to every type of speech, but are especially important when attempting to persuade an audience.

Overview

In preparing and presenting your persuasive speech, you are asked to put together all that you have learned in the past semester. Therefore, everything (content, delivery, research, etc.) is important. The new area of application involves supporting your arguments using persuasive methods, persuasive theories, logical reasoning, and motivational techniques.

Assignment

For this speech assignment, you are asked to **persuade** your audience about a specific topic. You have a choice between changing people's thoughts (beliefs, attitudes, values) or their behaviors. These two goals may overlap; that is, you might have to change people's perceptions in order to convince them to change their behaviors. For example, if you deliver a speech persuading your audience members to protect our environment more carefully you would expect to change their perceptions (attitudes, beliefs, and values) as well as their behaviors (actions). However, a speech persuading your audience that Columbus was not the first European to find North America will likely not have much effect on your audience members' daily behavior.

General Requirements

1. Your speech should be delivered within the time limit of no less than five (5) but no more than seven (7) minutes.
2. Your speech should be delivered extemporaneously from notecards or an outline. Thus, you should not be tied to notes or a manuscript while delivering your speech.
3. You must use **at least five sources of information** in addition to any personal experience you might have. Common sources include books, journal articles, reputable magazines and newspapers, personal interviews, and online resources.
 - a. All sources must be cited in your written outline and orally in the delivery of your speech. All sources must be cited using APA citation style. For more information on APA style, please consult the following website:
<http://nmsu.libguides.com/c.php?g=206309&p=1360770>.
 - b. You may only use TWO online or Internet sources. If you use more than two websites, those additional websites will not count toward the total of five sources that are required.
 - c. Online articles from reputable publications (e.g., Time, U.S. News, Business Insider, etc.) are not considered websites.

- i. A website source: Citing information directly from the “Climate Change” tab on EPA’s website (www.EPA.gov).
 - ii. Not a website source: Citing information from an article about climate change that you found online published by Time Magazine.
4. Any online resources (website, online article, etc.) used in your speech must conform to our policy on Web Sources (see “Course Policies” in the syllabus). Keep in mind that anyone, regardless of qualification, can publish anything on the web. Personal web pages often don’t have editors or fact checkers like some traditional print resources. Often, personal or individual web pages serve as a public forum where people can express their opinions, which makes it hard to assess the objectivity and accuracy of the information. Because of this, you will only receive credit for citing World Wide Web sources that are connected to reputable local, regional (such as Las Cruces Sun-News at <http://www.lcsun-news.com/> or Albuquerque Journal at <https://www.abqjournal.com>), or national (e.g. Time, USA Today, ESPN, etc.) publications or news agencies (NPR, CNN, etc.). If you are unsure about the credibility/reputation of a website, check with your lab instructor or use a more credible print source.
5. A visual aid (e.g. PowerPoint) is required for this speech. Your instructor will provide details on the recommended use of electronic visual aids. You should have a minimum of 5 content slides that add emphasis to your presentation. Title pages and source listing don’t add emphasis to your presentation. Your instructor will provide details on the recommended use of visual aids.
6. You must hand in two copies (one hard copy, one electronic copy submitted on Canvas) of a typed, full-sentence outline for your speech on the first day of speeches, regardless of when you speak.
7. Be sure to indicate on your outline where you are using information from other sources.
8. A reference list of all sources cited in APA form should be included at the end of the outline. All sources included in this list should be cited in your speech. Only sources cited in your speech should be included in your list of references.
9. Please refer to the rubric for additional grading criteria.

Other Requirements

1. Prior to the delivery of your speech, you must visit the Center for Communication Development or see your Lab Instructor during office hours. If you do not, 5 points will be deducted from your overall speech grade (after any other penalties have been assessed). Your instructor will provide the deadline for your outline to be reviewed.
2. Failure to present a speech that follows the outline turned in before your presentation will result in a 10% deduction of the overall grade.

Persuasive Speech Rubric

Performance Indicates:	No to Limited Proficiency (1 Point)	Some Proficiency (2 Points)	Proficient (3.5 Points)	High Proficiency (4 Points)	Excellence (5 Points)	Weight
Introduction: Attention, Thesis, Preview, Credibility, and Audience Relevance	Speech is not persuasive, but informative. Speaker has clearly not completed any audience analysis or established credibility. The topic is not appropriate and lacks a preview, attention device and thesis.	Speech may be persuasive or informative. Audience relevance is questionable. Or, the speech lacks at least three of the following: a clear attention device, a clear thesis, a preview, or audience relevance	Speech is persuasive and relevant to the audience but the speech lacks at least two of the following: a clear attention device, a clear thesis, a preview, or audience relevance	Speech is clearly persuasive, has a clear thesis and attention device but may lack a credibility statement or audience relevance.	Speech is clearly persuasive and audience relevance is established. Creativity was shown in establishing the attention of the audience. A clear thesis, credibility statement, and preview of main points is present. This is clearly a persuasive speech	1.5
Body: Organization and Development	Speech is poorly developed and lacks organization, as well as transitions and signposts. Speech shows no knowledge of both persuasive organizational patterns and strategies for persuasive speaking.	Speech is poorly organized and content poorly developed. Possibly lacking transitions and signposts. Speech needs to demonstrate additional knowledge of both persuasive organizational patterns and strategies for persuasive speaking	Speech is fairly well organized, but some of the content is poorly developed. May lack transitions and signposts in places. Speech needs to demonstrate greater knowledge of persuasive organizational patterns and strategies.	Speech is fairly well organized and content fairly well developed with some transitions and/or signposts. Speech appears to demonstrate knowledge of persuasive organizational patterns and strategies for persuasive speaking.	Speech is well organized and its content well developed with solid transitions and signposts. Speech has a sound persuasive organizational pattern and strategies for persuasive speaking.	3.5
Research and Credibility	Speech fails to show credibility throughout its entirety. Speech does not cite nor draw upon any reference any sources. No sources are cited.	Speech rarely reinforces credibility and only gives the impression that sources have been drawn upon. At least proper citation of one source was attempted.	Speech might rarely reinforce credibility (competence, charisma, and/or character). Speech clearly draws upon and properly cites at least 2 sources or but does not appropriately cite the minimum number of required sources.	Speech attempts to reinforce credibility demonstrating at least two of the following: competence, charisma, and character. Speech draws upon and properly cites at least 4 sources, or may make minimal errors while citing at least 5 sources	Speech continually reinforces credibility using competence, charisma, and character. Speech draws upon, properly cites, and seamlessly integrates 5 or more sources.	3.0

Use of Persuasive Appeals (other than ethos) and Sound Reasoning	No evidence of appeals are used, or one appeal with major errors in reasoning is present.	One or two persuasive appeal is present and errors in reasoning or fallacies are present	At least one persuasive appeal is used along with sound reasoning (lacking fallacies). OR two persuasive appeals are used but minor fallacies or errors in reasoning are present.	At least two identifiable persuasive appeals are used in the speech. Sound reasoning is used without fallacies.	Creative use of multiple (in number and variety) identifiable persuasive appeals through the speech are utilized. Sound reasoning is applied and no fallacies are presented.	2.5
Visual Aid	No presentational aid	A visual aid is used, but its use is ineffective. Speech demonstrates no knowledge of the advice for visual aids on p. 229 of the text	A visual aid is used properly and knowledge of the advice for visual aid use (p. 229) is utilized.	A visual aid is used and the presenter demonstrates an understanding of the advice for visual aid use (p. 229).	A visual aid is used in a creative and effective manner. Presenter demonstrates knowledge and is well versed in the proper usage of visual aids (p. 229).	2.0
Conclusion	Lacks both a review of main points and a call to action/closure.	May or may not review all main points but clearly lacks a call to action as a closure device.	May lack a review of all main points but a clear call to action is present.	Clearly reviews all main points and uses a clear call to action for closure.	Clearly reviews all main points and uses a creative closure device to tie the introduction and conclusion together. A clear and practical call to action is present.	1.0
Language and Vocals	Errors in articulation, pronunciation and word choice interfere with the understanding of the Speech. Nonfluencies may also be a distraction.	Voice and articulation has some flaws. Word choice is questionable in places. Nonfluencies may be a distraction	Nonfluencies (Uh, Um) are present and slightly distractions. Voice and articulation are clear. Word choice is accurate. There may be some vocal issues (loudness, speed, or rate).	Correct and appropriate word choice and grammar are used throughout speech. Voice is clear and accurate articulation is used. Nonfluencies (Uh, Um) are present but not distracting.	Expressive, conversational, and dynamic vocals are used. Proper word choice and grammar are used throughout speech. Nonfluencies (Uh, Um) are minimal	1.5
Delivery	Serious delivery issues are present.	Issues with two or more delivery aspects are present	Issues with one or two delivery aspects are present. Speech may be manuscript severely limiting eye contact.	Eye contact may be limited and/or minor issues with gestures, facial expressions, posture, or stance are present.	Effective eye contact gestures, facial expressions, posture, and stance are all present.	1.5

Overall Impression	Speaker is ill-prepared, not professional, and clearly not dressed for the occasion.	Speaker presents limited professionalism and seems ill-prepared	Speaker presents limited preparedness and professionalism.	Speaker is prepared, confident, and professional.	Speaker exhibits professionalism, is well prepared and dress appropriately.	.5
Time Limit (5 to 7 minutes)	More than 90 seconds over or under the time limit	Is 60 to 90 seconds over or under the time limit	Is 30 to 60 seconds over or under the time limit.	Is less than 30 seconds over or under the time limit	Meets the time limit	1.5
Outlines and Reference Page	Both outlines and reference page are not turned in.	Has more than 4 formatting issues and may have major APA mistakes, and /or 1 or all 3 may be more than 3 days late.	3 or 4 formatting issues and may have a fair amount of APA mistakes, and/or 1 or all 3 may be 2 days late.	1 or 2 formatting mistakes exist on the outline or reference page. Minor APA issues may exist on reference page. Or, 2 or all 3 are one day late.	Meets all requirements for outline format and reference page. All three are turned in on time.	1.5

Presenting a speech that is different than the outline turned in will result in a 10% deduction of the overall grade.

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	WNMU
Department	HUM
Course Number, Title, Credits	COMM 211 [Common Course Number COMM 1140] , Journalism and Mediated Comm, 3
Co-requisite Course Number and Title, if any	N/A
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	Benjamin Cline
Email and Phone Number of Contact Person	Clineb@wnmu.edu

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

COMM 1140

List all learning outcomes that are shared between course sections at your institution.

1. Students will be familiar with the history of mass mediated communication and its role in the development of current society. This will be evaluated in that one of the weekly mass media artifacts the students will create will be aimed at sharing this history.
2. Students will be aware of the democratic and anti-democratic social forces that are at work on the media industry. This will be evaluated based on several mass mediated artifacts that will be created by the students which focuses on these issues.
3. Students will understand and be able to implement the latest techniques in mass media design to an industry-

expected level which will be evaluated based on the weekly construction of mass mediated artifacts that showcase the students' abilities.

4. Students will become better critical consumers of mediated communication. This will be evaluated by the creation of new media content which explores several social issues that are relevant to new media.
5. Students will be thoughtful producers of mediated communication. This will be evaluated by the thoughtfulness of weekly artifacts that they produce.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

Students will be required to create several media artifacts including artifacts for both visual and print media which are written reverse pyramid, AP style papers, academic media critiques, and newscast style videos. Students would be evaluated on the ability to create media content appropriate to the genre of media.

They will be taught to analyze and evaluate messages for journalistic objectivity, styles, and newsworthiness. They will be asked to find overt and latent arguments in news articles and to evaluate their own objectivity/subjectivity with regard to news writing

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

Students are taught to work through articles from various news sources and to deal with difficult subjects. They are taught to consider bias and journalistic objectivity in order to evaluate and present sources from a variety of different points of view. They are taught to use reverse pyramid style in order to move from most important subjects to less important details.

Students will be evaluated on their media creation and the ability to sort evidence in terms of "most important" to "least important media."

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

N/A

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

Students will be taught about the important social role that media play in a democratic system and the importance of providing objective information and informed opinions on which people can make decisions. Students will be required to write both editorial and journalistic media. They will be graded on their ability to differentiate between questions of fact, value, and policy. 11

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

Students are taught to place information into three categories, “okay sources” which are generally not the best, but given a dearth of better sources might be okay and are certainly fine for a source of fun, pithy quotes, but may not be reliable. “Good sources” which are checked by “the test of time,” editorial boards, etc. These include legitimate news sources and religious texts. In general these should not be dismissed out of hand but sometimes reflect a bias situational or personal. Finally, we have “excellent sources” which are sources that pass peer-review. We show the students how to access library resources to get peer reviewed materials, how the peer-review process works, and why it is generally reliable.

Students will create media and be evaluated using the above rubric to use appropriate sourcing.

E. Supporting Documents (required).

☒ Syllabus Attached ☒ Sample Assessment Attached

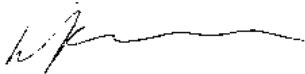
F. Assessment (Must be on file with HED by August 1, 2019)

Link to Institution’s General Education Assessment Plan [WNMU GE Assessment Plan](#)

G. Relationship between Institutional Assessment Plan and this Course

WNMU’s assessment plan is at the pilot level right now, however, that pilot is assuming all general education classes deal with the questions of “what is truth” “what is justice” “what does it mean to be human” and “how should we live.” This course examines questions of truth in terms of source verification and argument construction. It answers “what it is to be human” by looking at the concept of humans as “homo narrans,” coconstructors of society using language. It discusses how we should live by looking at the civic function of communicative discourse.

This course meets institutional standards for general education.



Signature of Chief Academic Officer

1/25/2019

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Reverse Pyramid

Read:

"Broadcast Guidelines," pages 496-499, in *The Associated Press Style Book*, [The Inverted Pyramid Structure from the this link \(Links to an external site.\)Links to an external site.](#), and consider the following diagram from Wikipedia:



Write:

Write a complete 800-1000 word article following reverse pyramid structure that uses the information you garnered through the "going mobile" exercise. Feel free to include pictures and video as your publisher allows. Send to me what you send to the editor.

Pecha Kucha

Criteria	Ratings			Pts
High Quality Sources	5.0 pts Full Marks	3.0 pts Some sources not excellent	0.0 pts No Marks	5.0 pts

Pecha Kucha

Criteria	Ratings				Pts
Logical Appeal	5.0 pts Full Marks	3.0 pts Can follow, but no syllogism	0.0 pts No Marks		5.0 pts
Emotional Appeal	5.0 pts Full Marks	3.0 pts Emotion	0.0 pts No Marks		5.0 pts
Character Appeal	5.0 pts Full Marks	3.0 pts Did nothing to REDUCE credibility	0.0 pts No Marks		5.0 pts
Grammar	5.0 pts Full Marks	3.0 pts Insignificant grammar errors	0.0 pts No Marks		5.0 pts
Creative Word Choice	5.0 pts Full Marks	3.0 pts Nothing stylistically BAD	0.0 pts No Marks		5.0 pts
Oral Citation	5.0 pts Full Marks	0.0 pts No Marks			5.0 pts
Reverse Pyramid Structure	25.0 pts Full Marks	12.0 pts Left out one or more parts	0.0 pts No Marks		5.0 pts
Application from previous “going mobile exercise 40 pts	40 used	25 copied	2.0 pts perused	0.0 pts	5.0 pts
Analyze and evaluate oral and written communication in terms of situation,	5.0 pts Exceeds Expectations	3.0 pts Meets Expectations	0.0 pts Does Not Meet Expectations		5.0 pts

Pecha Kucha

Criteria	Ratings			Pts
audience, purpose, aesthetics, and diverse points of view.				
Express a primary purpose in a compelling statement and order supporting points logically and convincingly.	5.0 pts	3.0 pts	0.0 pts	5.0 pts
	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	
Use effective rhetorical strategies to persuade, inform, and engage.	5.0 pts	3.0 pts	0.0 pts	5.0 pts
	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	
Employ speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics.	5.0 pts	3.0 pts	0.0 pts	5.0 pts
	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	
Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication.	5.0 pts	3.0 pts	0.0 pts	5.0 pts
	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	
Students will engage in reasoned civic discourse while recognizing the distinctions	5.0 pts	3.0 pts	0.0 pts	5.0 pts
	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	

Pecha Kucha

Criteria	Ratings		Pts
among opinions, facts, and inference.			
Taught us something.	15.0 pts	0.0 pts	15.0 pts
	Full Marks	No Marks	
Total Points: 150.0			

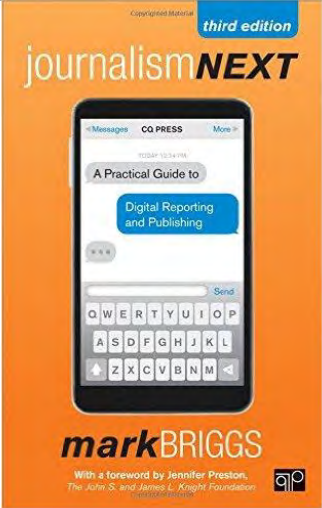
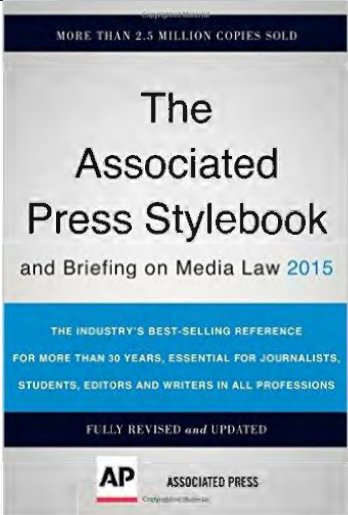
Mediated Communication

CRN: 12053 and 11617 (linked hybrid sections)

Instructor's Name: Benjamin J. Cline
Office: 206 Bowden Hall
Office Hours: 1:00-2:00 MTWR or by appointment
Personal Phone: (775)557-5131 (Call or text any time!!!)
Office Phone:(575) 538-6536
Email: clineb@wnmu.edu

Required Items

Required Text:

	
<p><i>Journalism Next: A Practical Guide to Digital Reporting and Publishing</i> 3rd Revised ed. by Mark Briggs Publisher: CQ Press; (July 15, 2015) ISBN-10: 148335685X ISBN-13: 978-1483356853</p>	<p><i>Associated Press Stylebook 2015 and Briefing on Media Law</i> 46th Edition by The Associated Press Publisher: Basic Books; (July 14, 2015) ISBN-10: 0465062946 ISBN-13: 978-0465062942</p>

Other Required Items

- Access to a computer on which you are authorized to install software from which you will access Canvas daily.
- A notebook and pen or other device for daily note taking.
- A journalistic personality:
 - In inquisitive mind,
 - a desire to share what you learn with others,
 - a solid sense of right and wrong.

Assignment Summary (1000 possible points).

Detailed assignments available through Canvas (learn.wnmu.edu)

Papers

400pts

- | | | |
|------------|-----------------|---------|
| 1. Paper 1 | Sept 19, 100pts | |
| 2. Paper 2 | October 12 | 150 pts |
| 3. Paper 3 | October 31 | 150 pts |

Bibliographies (Turned in through Canvas):

200 pts

- | | | |
|---------------------------------|------------|---------|
| 1. Policy Speech Bibliography | October 10 | 100 pts |
| 2. Teaching Speech Bibliography | October 29 | 100 pts |

Critiques (Turned in through Canvas):

200 pts

- | | | |
|---------------|------------|--------|
| 1. Critique 1 | October 21 | 100pts |
| 2. Critique 2 | December 1 | 100pts |

Quizzes

100 pts

- 13 reading quizzes will be offered throughout the semester worth 10 pts each. The three lowest scores will be dropped.

Group Project

Final Period 200 pts

Grading Criteria¹

F	0%-59%	This work is below the level that any college student should ever submit to the instructor. The work may have been received after a due date. Significant aspects of the assignment are probably missing. Numerous, serious errors appear throughout the assignment. The work shows a lack of understanding of the material or worse, a disregard for instruction. Any of these criteria constitute adequate grounds for failing on an assignment.
D	60%-69%	The work may have excellent potential, but fails to meet the level of work expected at the college level. Some portion of the assignment may not have been accomplished. Written work may appear not to have been edited for spelling or grammar. Presentations may contain grammatical or pronunciation errors. The student may have read, rather than have presented a speech. The work may not follow an approved citation format or in some other ways falls short of basic standards that should be expected of all college level work.
C	70%-79%	The work is acceptable, college level work. The assignment might still contain insignificant stylistic errors, but has clearly been edited, practiced, proofread and redone to correct the majority of them. Everything is done precisely as it is required in the assignment. If the assignment requires four sources, there are four sources. If the assignment requires a 5-7 minute speech, the student gives a speech between 5 and 7 minutes. If the assignment requires the student to state an opinion, the student states an opinion. The list could go on indefinitely, but the student is doing precisely what the assignment says and is performing at a college level.
B	80%-89%	The assignment not only accomplishes all requirements precisely as stated, but some aspect of the assignment has exceeded the quality expected of a college student. If there are any errors in style at all, they are rare and incidental. Often there is a level of professionalism and polish which moves beyond what the assignment could require. Sometimes, the execution of the assignment shows special insight into the nuances of instruction. Other times, the student has found a way to incorporate their own personality in new and creative ways.
A	90%-100%	The assignment vastly exceeds the quality of work expected of a college student. All requirements of the assignment are met and most are met with an extraordinary level of professionalism and/or creativity. Additionally, the student may have worked within the confines of the assignment to do something bold and innovative.

¹ State competency grades are awarded based on a 60% metric. If you receive a 60% competency score your skills are equal to or greater than any other student passing comparable classes in the state of New Mexico

Policy on Late Work

1. Due dates for all speeches, papers, assignments and exams are listed on the assignments tab on Canvas.
They will not be announced in class.
2. In all cases students who expect to be unable to turn assignments in on a due date should turn them in **EARLY**.
3. **Late speeches are not accepted.**
 - A. On the day a speech is due, you must be prepared a speech.
 1. Not showing up on speech days implies that you are not prepared to give a speech.
 2. If you are not ready, you still have to present a speech or get a zero.
 - B. If there is ANY chance that you will not be able to give a speech on time, present it early.
 - C. If you do not, you will fail the assignment.
 - D. If the first day of speeches you do not volunteer and speeches run into a second or third day and you have an absence EXCUSED OR UNEXCUSED on these days, you fail your speech.
 - E. There will be no exceptions.
4. Late paperwork tied to speeches will sometimes be accepted for up to half credit if approved in advance. If it is not approved in advance, you get a zero on your work.
 - A. Late papers may be accepted for up to half credit if approved in advance. If it is not approved in advance, you get a zero on your paper.
 - B. Late quizzes may be taken in Dr. Cline's office (or disability services if appropriate) for up to half credit if approved in advance. If not approved in advance you get a zero your exam.
5. **Late work will appear on Canvas as a zero for the entire semester. They will only be corrected when final grades are sent to the registrar.**

Policy on Classroom Attendance

- You are expected to attend all classes.
 - The cost of your tuition accounts for only about 25% of the cost of your education. The rest is borne by the hard-working tax payers of New Mexico. **If you fail to attend a class, you are a thief.**
- Evidence of lack of engagement on any given day will result in that student being marked absent. Examples of disengagement include not taking notes, texting, social media, sleeping, or coming to class unprepared.
- Doctor's appointments, family gatherings, work, social engagements, shopping, etc. are **all required to adjust to your school schedule.**
- Firefighters, health professionals on-call, members of the National Guard and other emergency personnel are excused for emergencies.
- Athletes participating in University sporting events, students with documented illnesses or with dependents with documented illnesses, funerals for near kin, the birth of a child and other extreme circumstances are excused **if approved in advance.**
- Whether excused or unexcused, failure to attend class does not constitute a reason for work to be late. Please see policies regarding late work.
- After the third unexcused absence, the student is required to go to the registrars office and withdraw from the class. After the date set by the university administration, this will be a WF and will count as an "F" when figuring GPA.

Policy on Academic Honesty

We will follow all procedures from the student handbook on pages 59-64.

Policy on Civil Discourse

You are also expected to contribute to discussions and class activities in a courteous and professional manner. Disruptive behavior will not be tolerated

The instructor will give only one warning, and if negative behavior persists, I may drop you from the class.

Disruptive behavior includes but is not limited to:

- Conversations on class discussion boards or chat not pertaining to class
- Language which denigrates human beings
 - Including language which denigrates human beings based on race, ethnicity, gender, income level, religion and sexual orientation. This class will discuss these topics and we may disagree on issues pertaining to them. **We just need to do it RESPECTFULLY.**
- Intoxication in class discussion
- Interruption in class discussion
- **Swearing in class discussion**

We will follow WNMU's Civility Code as outlined below. Any deviation from this code will result in consequences not limited to ejection from the class and immediate failure of the entire course.

- **Respect:** Treat all students, faculty, staff and property with respect and in a courteous and professional manner. This includes all communications, whether oral or written. Let your actions reflect pride in yourself, your university, and your profession.
- **Kindness:** A kind word and gentle voice go a long way. Refrain from using profanity, insulting slang remarks, or making disparaging comments. Consider another person's feelings. Be nice.
- **Truth:** Exhibit honesty and integrity in your dealings with fellow students, faculty and staff members. Don't lie, don't cheat, and don't steal.
- **Responsibility:** Take responsibility for your actions. This includes gracefully accepting the consequences of your behavior.
- **Cooperation:** Exhibit a cooperative manner when dealing with students, faculty and staff so we may all work towards our common goals and mission.
- **Acceptance:** Accept differences in others, as they accept differences in you. This includes diversity in opinions, beliefs and ideas and everything else that makes us unique individuals.
- **Professionalism:** Always conduct yourself in a manner that will bring pride to your profession, to Western New Mexico University, and, most importantly, to yourself.

Policy on Inclement Weather

- Even if the weather is bad, assume that we will have class unless
 - The WNMU website says that the university is closed.
 - Dr. Cline makes an announcement on Canvas saying we are not having class.
- If you live more than 50 miles from campus and feel that it is not safe to drive, Dr. Cline may approve an excused absence if you contact him in advance.
 - An excused absence does not allow you to turn in work later. Please see policy regarding late work.

Policy on Children in the Classroom

Definitions:

- Children: Minors under the age of 18.
- Minors Enrolled as Students: Enrolled students under the age of 18 have the rights and privileges of any other student in the classroom and on campus grounds.
- Supervised: An adult designated as responsible for the child is providing direct on-site care and attention to the child's health, safety, and welfare. An adult responsible for the child who is present but performing work, teaching, or other activities that distracts his/her attention from the child does not meet this criterion.
- Unsupervised: The adult responsible for the child is not present or is performing duties that distracts from the adult's attention to the child.

The Guidelines for Children in the Classroom are intended to foster respect for the needs of all parties impacted by the presence of children on the campus or in the classroom and to provide a friendly and safe campus while maintaining a learning environment for Western New Mexico University (WNMU) students.

While WNMU seeks to focus on providing an environment open to family issues and one that includes the safety of children and the professional and efficient performance of academic pursuits and campus operations, it also takes the position that children should not routinely be brought into classrooms and other instructional areas in lieu of having a regular childcare provider.

However, the administration at Western New Mexico University understands that because there are times when a student is confronted with whether or not to attend classes due to an emergency child care issue, it is sometimes necessary to bring children to campus.

Instructors have the discretion to make infrequent exceptions due to temporary, unforeseen emergencies. Upon such occasions, with the instructor's advance permission, children may be brought into the classroom, but they must remain at all times under the direct supervision of their parent or guardian and should not be left in the custody of another student, even for brief periods of time. In these cases, children must remain in the classroom and are not allowed to sit in the hallway, play on campus grounds, roam campus buildings, sit unaccompanied in campus buildings or benches on the grounds, or be unsupervised in any location on campus.

Be aware, also, that University staff and faculty members that are responsible for specific University areas reserve the right to exclude children from that area when, in their best judgment, it is in the interest of health, safety, or the educational process.

WNMU cannot be responsible for the care of unsupervised children. The WNMU Campus Police will be asked to locate and return to the custody of their parent any unsupervised children.

Policy on Animals in the Classroom

In general, animals are not allowed in the classroom.

Exceptions include:

- Registered service animals performing their duties.
- Animals used as visual aids in speeches if approved by the class and the instructor.

Students are responsible for the behavior of their animals and for any damages that animal does.

Policy on Weapons in the Classroom

From the Student Handbook:

CS 17. Possession, use, or display of firearms and other dangerous weapons on university property is prohibited. Dangerous weapons include, but are not limited to, paintball guns, BB guns, stun guns, sling shots, pellet guns, air guns and dart guns, facsimile firearms, ammunition (spent casings or whole), martial arts weapons, knives (other than legal pocket knives as defined by state law), bow and arrow or crossbows, explosives (including fireworks), hazardous chemicals, and any item used or displayed in a threatening manner. Discharge of a firearm on campus may result in immediate suspension or expulsion.

Exceptions have been made in this class **only in the presence of a member of Campus Security** and with their express permission and the express permission of the instructor.

Policy on Informed Consent

There is a reasonable expectation of privacy in this class.

- Student and faculty discussions may be recorded or noted, but should not be shared outside of those attending or facilitating this class.
- The instructor will be retaining communications including coursework for purposes of
 - evaluation,
 - grading,
 - examples in future classes,
 - and assessment.

Policy on Professionalism

Students are learning professional skills and are expected to engage in class discussions, complete reading assignments, and meet deadlines as befits professional behavior. While it is recognized that college is a place where such skills are learned, and not assumed, failure to learn them means failure of the class.

Policy on Scholarly Communication

Use clear college level writing with correct spelling and grammar for all assignments. All papers including bibliographies and reference pages must follow APA or another citation format approved by the instructor. If you need help with your writing, consult a tutor at the writing center or at Smarthinking, WNMU's e-tutoring tool. Connect with Smarthinking via the WNMU homepage under Quick Links. Presentations are expected to be delivered at a scholarly level of discourse. That means that one should use proper pronunciation and grammar.

Policy on Integrated Use of Technology

You will be using Canvas to take all quizzes and exams and to post all assignments. You will need to learn how to attach documents if you don't already know how to do this. You are expected to check Canvas daily for announcements and changes. Due dates will be given through Canvas only and may not be announced or discussed in class.

Policy on Disability Services

Reasonable accommodation will be made for students with disabilities who have gone through the Academic Support Center's Disability Services office. Services for students with disabilities are provided through the Academic Support Center's Disability Services Office. Some examples of the assistance provided are: audio materials for the blind or dyslexic, note takers, readers, campus guides, audio recorders, and undergraduate academic tutors. In order to qualify for these services, documentation must be provided by qualified professionals on an annual basis. Disability Services forms are available in the Academic Support Center. The Disability Services Office, in conjunction with the Academic Support Center, serves as Western New Mexico University's liaison for students with disabilities. The Academic Support Center's Disability Services Office can be contacted by phone at 575-538-6400 or email dss@wnmu.edu

Policy on Official Email

Communications policy statement regarding official e-mail:

WNMU's policy requires that all official communication with the University, other than your in-class Canvas communications, be sent via Mustang Express. Emails sent to you by various University departments related to your registration, financial account balance, changes in schedule, etc., will be sent to your wnmue.edu email address. It is very important that you access your Mustang Express email periodically to check for correspondence from the University. If you receive most of your email at a different address, you can forward your messages from Mustang Express to your personal address.

Example - Martin Classmember was assigned a WNMU email address of classmemberm12@wnmu.edu but Martin would rather receive his emails at his home address of martinclass@yahoo.com. Martin can follow the transfer directions provided at the following link: <http://www.wnmue.edu/campusdocs/direction%20for%20forwarding%20email.htm> (Links to an external site.)

to have his WNMU email forwarded to another email address.

WNMU policy on email passwords:

WNMU requires that passwords for access to all of protected software, programs, and applications be robust, including complexity in the number of characters required, the combination of characters required, and the frequency in which passwords are required to be changed. Minimum complexity includes: Passwords shall contain at least six (6) characters Passwords shall contain at least one capital (upper case) letter, and at least one numeral. Passwords shall be changed at least every 90 days

State of New Mexico Outcomes and Competencies

The following material is taken from the New Mexico Core Competencies

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution - ENMU-Roswell

Department – Arts and Sciences Education

Course Number, Title, Credits – COMM 2140 –Dynamics of Group Behavior– 3 Credit Hours

Co-requisite Course Number and Title, if any

Is this application for your system (ENMU, NMSU, & UNM)? **NO. This is a re-submission of the form. The Critical Thinking narrative was revised per the committee's instruction to "explain how the course develops critical thinking components".**

Name and Title of Contact Person – P. Maureen Olguin

Email and Phone Number of Contact Person- maureen.olguin@roswell.enmu.edu 575-624-7262

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

COMM 2120, Interpersonal Communication

List all learning outcomes that are shared between course sections at your institution.

Student Learning Outcomes:

1. Apply basic group communication principles in a variety of contexts.
2. Demonstrate effective group interaction skills in a variety of contexts.
3. Identify and apply group communication strategies and skills that facilitate the achievement of group goals in a variety of contexts.

4. Explain and apply the principles and practices of ethical communication in a variety of group contexts

D. Narrative

Explain what students **are going to do to develop the critical skills** (selected above) and how you will assess their learning?

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

Students will demonstrate Genre and Medium Awareness, Application and Versatility through written and oral assignments including group projects, discussions, and presentations. Students will demonstrate Strategies for Understanding and Evaluating Messages, Evaluation and Production Argument in Service Learning/Research Project as well as other small projects. Students select a cause and work in a group to complete a service project. This is a semester long project and includes research of not only the organization, but also communication concepts. In the Service Project, students apply their emerging skills through group work and through interacting with community members through service. Students gain understanding of differing communication contexts through working with people of different ages, races, genders, and socio-economic status. By completing self-assessments and through introspection, students complete written assignments on their listening ability, their view of self, and emotional intelligence. Students access web-based personality and self-assessments, they then read and interpret their results in order to complete a written assessment that is either submitted in hard-copy or uploaded to the Learning Management System.

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

Students will complete several observations of working groups, engage in class discussions, role-plays, and other activities and react to them in written form, identifying problems and using evidence to come to reasoned conclusions. Students acquire critical thinking skills from smaller exercises which they can then practice in the larger Service Project and Presentation in which they are required to explore and gather evidence regarding a variety of community service organizations, evaluate which one has needs they can help to meet, determine and set the methods for meeting those needs, create a project designed to make a contribution to the organization's goals, implement the project, and evaluate whether or not the project was successful.. Students acquire skills while working in the groups, researching key concepts, composing their presentation, and while presenting their results. When composing their presentation and presenting their results, students demonstrate evidence acquisition and evaluation and formulate the argument to convince others that the project and the organization it helped are significant assets to the community. The semester long project tests the skills students have learned as they apply them to situations that occur during the project. Students complete an individual summary as well as a team summary that relates how the skills were incorporated.

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 the outcomes of the third essential skill. 250 – 500 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 the outcomes of the third essential skill. 250 – 500 words.

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

Students conduct research on their Service Project as well as the communication concepts they have incorporated while completing their Team Project. Students are provided an overview of site and source credibility and are shown how to search for scholarly articles. Students set up digital means for communicating and often utilize Social Media for their team project announcements and discussions. Courses all have a shell on the Learning Management System and students are required to log-into that system to check grades and to access information for the course. Information on plagiarism is covered and the ethics of communication is covered in the course as well. Student's work must be typed and is either submitted in hard-copy in class, uploaded to the course in the Learning Management System, or at times e-mailed to the instructor.

E. Supporting Documents (required).

☒ Syllabus Attached ☒ Sample Assessment Attached

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

Link to Institution's General Education Assessment Plan We do not have a link yet; however, we are moving toward a link and will provide it as soon as it is live.

G. Relationship between Institutional Assessment Plan and this Course

This course has been revised recently as a direct result of the work my institution has been doing to create a clear and accurate Institutional Assessment Plan. When the General Education Task force issued the new requirements for integration of specific skills into general education courses, the Arts and Science Education Area began to work to look at what our courses were integrating and assessing and what adjustments needed to be made in the curriculum. Although a definitive plan is not written and available for this certification submission, the plan will be in-line with HED's new common course number and common core transfer requirements

This course meets institutional standards for general education.

Signature of Chief Academic Officer

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____

NEW MEXICO HIGHER EDUCATION DEPARTMENT

SUSANA MARTINEZ
GOVERNOR



DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	WNMU
Department	HUM
Course Number, Title, Credits	COMM 221 (common course # COMM 2140), Group Communication, 3
Co-requisite Course Number and Title, if any	N/A
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	Benjamin Cline
Email and Phone Number of Contact Person	Clineb@wnmu.edu

Was this course previously part of the general education curriculum?

☐ Yes ☒ No

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

COMM 2140

List all learning outcomes that are shared between course sections at your institution.

1. Be able to identify the nature of groups and their processes.
2. Learn group decision making and problem-solving skills;
3. Identify and analyze roles played by group members;
4. Learn group presentation skills;
5. Describe communication functions in various types of small group communication;
6. Recognize how the decision-making and interactive processes work in small group communication
7. Identify, analyze and improve individual communication behaviors and skills within the small group;
8. Successfully complete written and oral exercises which demonstrate competency in small group communication principles.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

The students learn to communicate in small groups. They are given hermeneutics for group understanding and dialectics for group problem solving.

There are seven assignments related to cooperative gaming. In these assignments students are given hypothetical problems that must be solved by characters that they create using the Modern D20 RPG system. The students are graded based on their ability to use the group decision making tools that they have learned to solve or otherwise creatively circumvent the problems.

In the first, "Snacks on a train," they are to solve the problem of making their characters become a coherent group using tools that they have learned regarding communication competence, group development, and systems theory. The students are given an artificial scenario in which their Modern D20 characters are thrown together and must solve the problem within the bounds of the Modern D20 system of keeping themselves and other NPC's (non-player characters, pretend people) safe during a terrorist attack on a train. They will be evaluated based on their ability to adapt arguments to meet the specific needs of the NPC's on the train and produce rhetorical interventions capable of fulfilling specific needs.

In the second, developing a communication climate, the students continue the storyline with the train stopped and the terrorists thwarted. The students must use concepts learned in class to develop a communication climate that they feel is appropriate to the situation for their group and to safely extricate the NPC's from a dangerous situation. In order to do this they must use different strategies and hermeneutics to approach the NPC's.

In the third cooperative challenge the students are required to understand roles in groups by being presented with several NPC's who act in what group comm sees as negative roles. The students are evaluated according to their ability to work communicatively to deal with these negative roles and restore the positive communication climate.

In the fourth Cooperative game the students are recruited into a multinational organization designed to combat the terrorists that they have been dealing with in-game up until now. The students will be evaluated according to their ability to effectively follow the tools they have learned to create leadership roles. Some of the NPC's (and actually some of the students, as this is a hybrid course) will be at a distance and variations in rhetorical methods will be required to reach these. Concepts of online presence and ethos transference will be examined in the student interaction.

In the fifth, the students will be required to use the rhetorical tools and strategies to build effective cohesive teams among the NPC's. They will be required to produce persuasive arguments to affect positive group behavior. Students will be evaluated based on their use of rhetorical strategies and audience awareness in structuring these teams.

In the final cooperative game, the students will be required to work together to create a situation in which the

main NPC leader of the terrorist organization is effectively neutralized. This will be a final and will require students to rhetorically facilitate variations on the communicative tools already discussed and tested in the previous five cooperative games.

In all cases, students are taught to create arguments that sway members of a group and taught to create arguments as a group that will sway those outside.

The course is taught using a hybrid face-to-face and online model are required to engaged in group presentation both online and face-to-face and to learn to do work through multiple media.

The students will also be required to create and play a competitive game. In order to do this they will be taught and evaluated on their ability to use the rhetorical strategies of formal agenda setting and professional meeting behaviors for both those present and those at a distance. Students will be evaluated on their ability to clearly and concisely project their ideas and adjust their views for other students.

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

Students are taught to dialectic group process in order to understand the role group reasoning is used to solve problems, evaluate evidence and come to reasonable conclusion. They are given the tools of both cooperative and competitive game modeling in order to see the differences in problem solving in competitive and cooperative communication climates.

In the first, "Snacks on a train," they are to solve the problem of making their characters become a coherent group using tools that they have learned regarding communication competence, group development, and systems theory. The students are given an artificial scenario in which their Modern D20 characters are thrown together and must solve the problem within the bounds of the Modern D20 system of keeping themselves and other NPC's (non-player characters, pretend people) safe during a terrorist attack on a train. They will be evaluated based on their ability to engage in group problem solving in order to critically determine the best course of action for the scenario.

In the second, developing a communication climate, the students continue the storyline with the train stopped and the terrorists thwarted. The students must use concepts learned in class to develop a communication climate that they feel is appropriate to the situation for their group and to safely extricate the NPC's from a dangerous situation. The students must show evidence of being able to sort through and process sometimes contradictory evidence in order to arrive at a satisfactory conclusion

In the third cooperative challenge the students are required to understand roles in groups by being presented with several NPC's who act in what group comm sees as negative roles. The students are evaluated according to their ability to recognize the negative roles and understand the appropriate actions to take in order to solve the problem

In the fourth Cooperative game the students are recruited into a multinational organization designed to combat the terrorists that they have been dealing with in-game up until now. The students will be evaluated according to their ability to effectively follow the tools they have learned to understand how to bring appropriate talents to bear on particular problems and matching needs accordingly

In the fifth, the students will be required to use the critical thinking tools and strategies to build effective cohesive teams among the NPC's. They will be required to produce persuasive, cogent, well reasoned, arguments to affect positive group behavior. Students will be evaluated based on their use of rhetorical strategies and audience awareness in structuring these teams.

In the final cooperative game, the students will be required to work together to create a situation in which the main NPC leader of the terrorist organization is effectively neutralized. This will be a final and will require students to critically facilitate variations on the critical thinking tools already discussed and tested in the previous five cooperative games.

In all cases, students are taught to create arguments, solve problems, examine evidence and reason from evidence to reasonable conclusions.

The students will also be required to create and play a competitive game. In order to do this they will be taught and evaluated on their ability to use critical thinking strategies evidence selection and coherent logical reasoning for both those present and those at a distance. Students will be evaluated on their ability to clearly and concisely project their ideas and adjust their views for other students.

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

N/A

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

N/A

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

Students are taught to place information into three categories, “okay sources” which are generally not the best, but given a dearth of better sources might be okay and are certainly fine for a source of fun, pithy quotes, but may not be reliable. “Good sources” which are checked by “the test of time,” editorial boards, etc. These include legitimate news sources and religious texts. In general these should not be dismissed out of hand but sometimes reflect a bias situational or personal. Finally, we have “excellent sources” which are sources that pass peer-review. We show the students how to access library resources to get peer reviewed materials, how the peer-review process works, and why it is generally reliable. Students will be required to create three papers: one on cooperative gaming, one on competitive gaming, and one on the application of gaming to real world situations. In these papers the students will be required to cite sources and evaluate those sources based on the “okay” “good” and “excellent” rubric described above.

E. Supporting Documents (required).

☒ Syllabus Attached ☒ Sample Assessment Attached

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

Link to Institution’s General Education Assessment Plan

[WNMU GE Assessment Plan](#)

This course meets institutional standards for general education.



Signature of Chief Academic Officer

1/25/2019

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

SAMPLE ASSESSMENT

Your characters (created last week) are on a train to the National Communication Association Convention. You are required to use skills discussed in the text in order to

1. Make sure all your characters survive
2. Try to figure out what's going on

You will be evaluated according to the following rubric.

15.0 pts

Exceeds required relevant content 13.0 pts

Meets relevant content criteria. Some content may not be relevant and/or the content approaches 2 pages/5 minutes minimum 11.0 pts

Meets basic content criteria with mostly relevant content. Some content may not be relevant and/or the content approaches 2 pages/5 minutes minimum 9.0 pts

Does not yet meet basic relevant content criteria. Content is mostly not relevant and/or contains approximately 1 page/3 minutes 7.0 pts

Content is inappropriate, irrelevant, or insufficient.

Project Content 15.0 pts

10.0 pts

Clear and direct inspiration from lecture/discussion course materials(where possible) 8.0 pts

Clear inspiration from lecture/discussion course materials (where possible) 7.0 pts

Loosely inspired by course materials 6.0 pts

Tangentially inspired by course materials. Material that should have been incorporated is missing. 5.0 pts

No clear connection to course materials where materials were available for use.

Ability to use text concepts 10.0 pts

10.0 pts

Appropriate and relevant use of more than the 2 required credible outside sources 8.0 pts

Relevant use of 2 or more credible outside sources 7.0 pts

Mostly appropriate and relevant use of 1-2 sources, but there are a few challenges with source selection and/or use. 6.0 pts

Challenges with relevance or appropriate source material, but the effort is made to incorporate sources. 5.0 pts

Project lacks outside sources, credible outside sources, or relevant source material.

Ability to bring in outside sources 10.0 pts

Creativity/Critical application 15.0 pts

Creative and original synthesis of materials 13.0 pts

Creative synthesis of materials 11.0 pts

Competent synthesis of materials with an effort to be creative 9.0 pts

Little effort is made to synthesize materials and/or little effort to be creative in approach 7.0 pts

Minimal or no visible effort to be creative and/or to synthesize materials.

15.0 pts

Use of competent communication 10.0 pts

Exceptionally effective written/spoken/visual communication 8.0 pts

Overall effective written/spoken/visual communication 7.0 pts

While there are some communication errors, overall the reader/viewer clearly understands the main idea and details.
6.0 pts

There are significant communication errors that prevent the reader/viewer from following the project ideas. 5.0 pts

There are too many errors for this project to receive a passing grade.

10.0 pts

Use of appropriate organization 10.0 pts

Exceptionally clear, effective, and logical organization 8.0 pts

Logical organization 7.0 pts

Logical organization with some gaps/transitional issues. 6.0 pts

Formulaic organization that is often difficult to follow. Reads more like fragmented pieces rather than a unified project
5.0 pts

Little apparent effort to organize project

10.0 pts

Effective use of Modern d20 rules 10.0 pts

Clear and effective explanation/analysis of project decisions 8.0 pts

Clear and mostly effective explanation/analysis of project decisions 7.0 pts

Basic explanation and analysis 6.0 pts

Explanation/analysis does not reach minimum standards but at least summarizes the project and the choices made to
create it 5.0 pts

Little or no explanation/analysis provided or it's inappropriate or ineffective

10.0 pts

Appropriate documentation 10.0 pts

Follows APA documentation effectively for in-text citations and references page 8.0 pts

Clear and effective documentation (no plagiarism) and strong effort to document sources correctly 7.0 pts

Effort is made to cite and document sources, though there are errors in content and/or formatting 6.0 pts

Although there is some effort to cite and document, there are challenges with direct quotes/paraphrasing and/or source citations. 5.0 pts

Material is not documented or not documented properly
10.0 pts

Appropriate presentation style 10.0 pts

Professional academic quality and presentation 8.0 pts

Effort to meet professional standard for academic quality and presentation 7.0 pts

Competent academic quality and presentation, but the product has formatting/layout inconsistencies 6.0 pts

Challenges in format/presentation/performance that make this project appear less than college level quality 5.0 pts

Little apparent effort went into presenting the project.
10.0 pts

Application of content 5.0 pts

Far Exceeds Standard: Excels in communicating thorough content and presenting it in a compelling structure with few errors. 4.0 pts

Exceeds Standard: Consistently demonstrates the ability to 1. explain content thoroughly 2. use a logical structure to convey content 3. follow standard English conventions, though there may be grammar/punctuation errors. 3.0 pts

Meets Standard: Demonstrates the ability to 1. explain content thoroughly 2. use a logical structure to convey content 3. follow standard English conventions, though there may be grammar/punctuation errors. 2.0 pts

Approaches Standard: Demonstrates only basic content and/or has significant difficulty with structure and/or conventions. 1.0 pts

Falls Far Below Standard: Does not communicate basic content in a logical, clear, or readable product (written or oral medium).

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Critical thinking/problem solving 5.0 pts

Far Exceeds Standard: Excels in critical thinking by raising important and big questions and by conducting research above and beyond course requirements. 4.0 pts

Exceeds Standard: Consistently demonstrates critical thinking skills by showing understanding of course content, asking thoughtful questions, and engaging with the course material. 3.0 pts

Meets Standard: Demonstrates critical thinking skills by showing understanding of course content, asking thoughtful questions, and engaging with the course material. 2.0 pts

Approaches Standard: Inconsistently demonstrates critical thinking and/or engagement with the course material. 1.0 pts

Falls Far Below Standard: Does not demonstrate critical thinking skills.

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This criterion is linked to a Learning OutcomeInformation Literacy 2018-19

threshold: 3.0 pts 5.0 pts

Far Exceeds Standard: Excels in demonstrating information literacy by delving into more sophisticated content and/or creating a more sophisticated application, explanation, and/or interpretation 4.0 pts

Exceeds Standard: Consistently demonstrates ability to understand, explain, and evaluate content and apply ideas/information within another context. 3.0 pts

Meets Standard: Demonstrates ability to understand, explain, and evaluate basic content and apply basic ideas/information within another context. 2.0 pts

Approaches Standard: Demonstrates only basic information literacy skills. The comprehension, interpretation, explanation, evaluation, and/or application is overly general or simplistic. 0.0 pts

Falls Far Below Standard: Does not demonstrate basic information literacy in comprehension, interpretation, explanation, evaluation, and/or application.

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Total Points: 100.0

COMM 221 WKSP:Group Communication

CRN: 22075

Instructor's Name: Benjamin J. Cline

Office: 206 Bowden Hall

Office Hours: 10:00-11:00 MW or by appointment

Personal Phone: (775)557-5131 **(Call or text any time!!!)**

Office Phone: (575) 538-6536

Email: clineb@wnmu.edu

Required Items

Required Texts

Title: *In Mixed Company: Communicating In Small Groups and Teams: Ninth Edition*

Author: J. Dan Rothwell **Year:** 2016

Publisher: Cengage Learning **ISBN:** 978-285-44460-4

Other Required Items:

1. Appropriate Clothing for Our Final Presentation.
2. Access to a computer from which you will access Canvas daily.
3. A notebook and pen or other device for daily note taking.
4. Access to a set of role-playing dice or a role playing dice application or website like this one <https://www.wizards.com/dnd/dice/dice.htm> (Links to an external site.)
5. A flexible mind and a good work ethic because this class is going to be crazy!!!

Course Goals—the student will:

9. Participate in a variety of small group activities and assignments;
10. Be able to identify the nature of groups and their processes.
11. Learn group decision making and problem-solving skills;
12. Identify and analyze roles played by group members;
13. Learn group presentation skills;
14. Describe communication functions in various types of small group communication;
15. Recognize how the decision-making and interactive processes work in small group communication
16. Identify, analyze and improve individual communication behaviors and skills within the small group;
17. Identify, analyze and improve group communication behaviors and skills within the small group; and
18. Successfully complete written and oral exercises which demonstrate competency in small group communication principles.

Reading Requirements

Communication Competence: Chapter 1	Due Jan 14
Groups as Systems: Chapter 2	Due Jan 19
Groups Development: Chapter 3	Due Jan 26
Developing a Group Climate: Chapter 4	Due Feb 2
Roles in Groups: Chapter 5	Due Feb 9
Group Leadership: Chapter 6	Due Feb 16
Developing effective teams: Chapter 7	Due Feb 23
Defective Group Decision Making: Chapter 8	Due Mar 1
Critical thinking: Appendix B	Due Mar 15
Effective Group Decision Making: Chapter 9	Due Mar 22
Robert's Rules of Order	Due Mar 29
Power In Groups: Chapter 10	Due Apr 5
Conflict Management in Groups: Chapter 11	Due Apr 12
Group Oral Presentation: Appendix A	Due Apr 26
Technology and Virtual Groups: Chapter 12	Due May 5

Graded Assignments:

Cooperative Gaming: To be Played Out in Class

Cooperative Gaming: Modern RPG	Due Jan 21	100 Points Possible
Snacks on a train	Due Jan 28	100 Points Possible
Creating a Group Climate	Due Feb 4	100 Points Possible
The Disrupter	Due Feb 11	100 Points Possible
Meeting C(t)U	Due Feb 18	100 Points Possible
Getting together	Due Feb 25	100 Points Possible
End Kody	Due Mar 3	100 Points Possible

Competitive Gaming

Rules of the Game	Due Mar 17	100 Points Possible
Play through the game	Due Mar 24	100 Points Possible

Research Symposium

Prepare a Presentation	Due Apr 28	100 Points Possible
Present at the Symposium	Due May 3	500 Points Possible

NEW MEXICO HIGHER EDUCATION DEPARTMENT

SUSANA MARTINEZ
GOVERNOR



DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	New Mexico Junior College
Department	Art, Sciences, and Learning Support
Course Number, Title, Credits	COMM 2120 Interpersonal Communication (3 credits)
Co-requisite Course Number and Title, if any	N/A
Is this application for your system (ENMU, NMSU, & UNM)?	New Mexico Junior College
Name and Title of Contact Person	Lynda Newman – Department Chair/Professor
Email and Phone Number of Contact Person	lnewman@nmjc.edu ; 575-492-2826

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☒ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

COMM 2120 Interpersonal Communication (3 credits)

List all learning outcomes that are shared between course sections at your institution.

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

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

Institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

Genre & Medium Awareness, and Application & Versatility will be demonstrated by students through written and oral assignments including weekly chapter discussions, observation exercises and essays. Strategies for Understanding & Evaluating Messages will be demonstrated by students through an observation of oral communication project by providing evidence and examples in arguing and proving their case. During the first phase of the project, students observe a particular person during a significant conversation (one that is focused on something of importance to the individuals). The student summarizes the conversation but then analyzes how the person effectively or ineffectively moved through the five stages of effective listening. The student includes specific evidence and examples of how the person was successful or explains their reasoning as to how the person could have improved their listening skills, thus improving communication. Evaluation and Production of Arguments is demonstrated by students through the second part of the project as a self-analysis of one of their own significant conversations which is presented in class for students to offer feedback. Students cite the evidence of how they did or didn't follow the five stages of listening. In addition, they include their conclusion of how well they did and why or their evaluation of how their listening skills could have been improved. Instructors assess the students using a rubric to grade their reports.

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

Critical Thinking will be demonstrated by students through the evaluation of a particular interpersonal relationship and the issues within that relationship (Problem Setting), including gathering and interpreting of information necessary to mediate the issue (Evidence Acquisition) and evaluate the information related to the relationship issue/problem (Evidence Evaluation). Students will complete several observation exercises (videos, role-plays, observations of behaviors), participate in class discussions and demonstrate their skills on weekly quizzes, a chapter tests and an essay. This essay assignment focuses on students analyzing a relationship that is important to them. Students describe the stages of their relationship from beginning to present and provide examples of each stage from contact, intimacy, conflict, and then repair or dissolution. The students describe a problem encountered in the relationship, and then provide evidence as to how they effectively or ineffectively applied the strategies we have been studying in the course (cultural awareness, awareness of self, effective listening, power and control, etc.). Students then draw a final conclusion based on the evidence (Reasoning/Conclusion). The instructor assesses their learning through the use of a rubric when grading their essays.

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

N/A

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

N/A

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

Authority and Value of Information will be demonstrated by students through their research of academic journal articles to defend their opinion at the conclusion of their report (see below).

Digital Literacy and Information Structure will be demonstrated by the students' use and interaction with our Learning Management System, CANVAS, to access course materials, communicate with classmates and submit assignments. Students are also using various computer applications, such as MS Word and Google Docs, to complete their assessments. Online educational tools, such as OWL, is used by the students when preparing their writing.

Research as Inquiry will be demonstrated by students through a report on self-awareness. Students will complete online surveys or interest inventories that identify possible individual personality traits of the student (extrovert/introvert, perfectionism, lack of assertiveness, etc.) to encourage self-reflection and becoming more aware of self. In addition to reading the online analysis and results of the surveys/inventories, students will read academic research and educational articles focused on those areas. Then they will write a report that compares the information in the articles with the results of their personal interest inventories. The validity of the information and how accurate they feel the surveys depicted their own personalities and tendencies is included. Students also explain how their personal characteristics influence how they deal with their own stress, their decision, and ultimately their relationships with people. Instructors use the students' reports to assess their understanding of the material, their abilities to analyze the validity of resources, and the use of critical thinking in applying the information to their own lives.

E. Supporting Documents

☒ **Sample Course Rubric Attached** (recommended) ☒ **Sample Assessment Attached** (required)

F. 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/documents/assessment/Assessment%20of%20Student%20Learning%20-%20Fall%202014.pdf

This course meets institutional standards for general education.



Signature of Chief Academic Officer

1/15/2019

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐Approved ☐Denied

If denied, rationale:

Institution Notified on _____
Date

BECOMING A BETTER LISTENER

Answer questions in **both Part A and Part B**. Examples are in the next two lines of the module.

See rubric at bottom of page.

PART A: OBSERVE THE LISTENER

You hear many conversations each day. Choose one for this assignment. The best conversations are ones that have **emotion or are about a subject that is significant to the individuals**. In other words, the topic of conversation should be fairly deep to allow you to really observe whether the person is actively listening and responding in the stages discussed in the chapter. For example, someone may be discussing a problem, or someone is arguing with someone else, etc.

You may be in a group of friends who are talking, or maybe you just overhearing someone else having a conversation and they don't know you are listening. Ummm...yes, that's eavesdropping; but for once you don't have to feel guilty (well not too much), and you even get points for doing it!

Or, if you truly haven't been able to find a good conversation to observe and analyze, you may result to watching an interview on television and use the listener in that dialogue as your subject. Example: The Ellen Show, a late-night TV show where guests are invited, a news reporter interviewing someone, etc.

For this assignment, focus on **ONE** of the people in the conversation who is in the role of the "listener." The person may also be talking, but **observe him/her during listening periods**. **Your job will be to judge and evaluate whether or not the person used good listening skills according to the criteria (questions) below.**

Describe how the LISTENER responded (or didn't respond) in each of the **five stages** of listening described in Chapter 6. Copy/paste my headings below into your document, first. Then follow the headings with your answers. Try to address all of the bullet points under each heading, if possible. If the person you observe does not demonstrate the listening behaviors in some of the stages, then just tell what *should* have occurred, but didn't. Explain what would have been helpful in the conversation.

Questions

1. Stage One: Receiving

- **Focus your attention (don't rehearse what you'll say next)**
- **Avoid distractions (turn off phones, TV, etc.)**
- **Avoid interrupting**

2. Stage Two: Understanding

- **Avoid *assuming* you understand what the speaker is going to say**
- **See it from the speaker's point of view**
- **Ask questions (clarify your understanding)**
- **Rephrase speaker's ideas (paraphrase)**

3. Stage Three: Remembering

(You may be able to tell that the listener is trying to remember the information by the questions they ask and/or statements they make. If you don't observe any behaviors that show you this stage, just state that you were not able to observe those behaviors.)

- **Focus on central ideas**
- **Organize what you hear (summarize)**
- **Tie the new information with the old**
- **Repeat names and key concepts silently or aloud**

4. Stage Four: Evaluating

(See note under Stage 3—same applies here.)

- **Resist evaluation too soon**
- **Distinguish facts from opinions**
- **Identify any biases, self-interests or prejudices possibly held by the speaker**
- **Recognize fallacious (inaccurate) reasoning held by the speaker. You may notice name-calling, testimonial, or bandwagon types of conversation.**

5. Stage Five: Responding/Feedback.

Make supportive responses while and after the speaker is talking.

Strategies:

- **Support with verbal and nonverbal cues (short verbal responses, nodding head, leaning forward, eye contact)**
- **Own responses - uses "I" language (doesn't use words like "everyone" or "nobody")**
- **Don't try to solve the person's problem unless asked for advice**
- **Avoid completing thoughts (listens a little and then finishes the speaker's thoughts)**

PART B: PARTICIPATION - *YOU* ARE THE LISTENER

Directions: **Now YOU are the listener. Observe yourself!** Either wait for a conversation that happens naturally, or start a conversation and attempt to apply the various aspects of all five stages of listening. After the conversation, evaluate your own listening skills.

- **Use the same headings that you used in Part A.**
- **Analyze and state how you applied each of the strategies in each of the five stages. If you did not do well in an area, explain what you could have done differently. Be sure you include a comment for each of the five stages.**
- **At the end, evaluate yourself. State how you feel you did overall. Did you feel that you were a good listener?**

Instructions

- **Be sure you have completed BOTH PARTS A AND B above, before you submit your assignment.**

- See the **example of "A" papers in the next line of the module.**
- Part of your grade will be based on attention to **proper writing skills** (including spelling, punctuation, and sentence structure). Have someone proofread your paper, if needed. The Academic Success Center in Mansur Hall may be able to help.
- **Total Length: 850 -1500 words** When you type your paper in Word, your computer will automatically count the words for you. Be sure you give enough detail so I can understand the conversation! Refer to your conversation in such a way that I can have a clear picture of what you are doing/saying and thinking. *Read the student papers (examples) in the Module to get a clearer picture of what I am looking for in your assignment.*
- View criteria for your assignments on the **grading rubric at the bottom of this page.**

Steps to submit your assignment through Turn-It-In

1. Scroll down and **click the box at the bottom of this page to "load" the assignment.**
2. Click the **Upload icon.**
3. Then click the **"Upload a file" tab.**
4. **Enter a title for your paper.** Then click **"Select a file to upload" and choose your document.**
5. Wait for your file to upload. Click **"Open."**
6. Wait for it to upload, again. Be sure it is the correct file. If so, then click **"Accept Submission-Save."**

If you further detail on how to submit through Turn-It-In, click the following link for how to submit your assignment: <https://www.nmjc.edu/userfiles/dhulsey/LTI/SubmitTurnitinLTI.pdf>

Grading Rubric

Becoming a Better Listener

"A" Paper	"B" Paper	"C" Paper	"D" Paper	"F" Paper
<ul style="list-style-type: none"> • Includes enough description and detail so reader can easily follow the conversation throughout the report, as seen in the examples provided in the module. • Examples of good or poor listening techniques are noted in <u>each stage</u> and <u>reflect information in text throughout the report.</u> • Writing is free of errors, organized, and meaning is clear (punctuation, spelling, grammar, typos, etc.). 	<p>The components of an "A" paper are included most of the time. The work demonstrates good understanding of all or most of the stages of listening.</p>	<p>The components of an "A" paper are included some of the time, but many are lacking. The work demonstrates some understanding of all or most of the stages of listening.</p>	<p>Most of the components of an "A" paper are missing, but a few are evident. A part of the report may be missing. The work does not demonstrate an overall understanding of the stages of listening.</p>	<p>Evidence of difficulty with most or all of the components. Lack of evidence in report to demonstrate a clear understanding of the stages of listening. Directions may not have been</p>

<ul style="list-style-type: none">• All directions are followed and report includes both Part A and Part B.• Demonstrates critical thinking and the ability to analyze listening behaviors as a means of good communication.• Report is submitted on time.				followed and pieces of the report may be missing.
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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

A. Institution and Course Information

Name of Institution	Navajo Technical University, Department Arts & Humanities
Course Number, Title, Credits	English 110; Composition; 3 credits
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	No
Name and Title of Contact Person	Anita Roastingear, department chair
Email and Phone Number of Contact Person	aroastingear@navajotech.edu; 505 786 4131

Was this course previously part of the general education curriculum?

X Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

X AA/AS/BA/BS X AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

English 1113

List all learning outcomes that are shared between course sections at your institution.

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

NA

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

First of all, students participate in reading aloud in class, so that the skills of active reading are modeled in and for the class as a whole. Students also learn how genre expectations affect useful patterns of reading. They read a variety of texts during the course of the semester, and are regularly asked to compare different readings, paying attention to the rhetorical strategies of the writers, how each writer uses genre expectations to help convey her or his point, and how the particulars of word choice, voice, and other characteristics help convey those points in a powerful way. Students learn various strategies in learning how to understand and evaluate written texts, and also learn how to combine these strategies into ways of gathering ideas for their own writing. Specifically, we emphasize freewriting as a means of arriving at improved understanding; and we also focus on intensive rereading using best academic practices of looking up all unknown words, actively reading by carrying on a dialogue with each text, and through using underlining and note taking. Students are also encouraged to use a journal to help them understand their writing; and the combination of freewriting and writing in a journal help students begin to arrive at the kind of understanding that helps produce substantive, well-informed, and well-argued essays.

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

English 110 provides its students with a strong background in critical thinking through requiring students to successfully argue for specific, clear, and adequately supported interpretations of assigned readings when they write about these readings. They learn this through learning how to ask appropriate questions about the readings. This asking of useful questions is modeled through class discussions, but also through well-chosen essay prompts and rubrics for evaluating student answers. In writing, students are invited and even required to argue for their specific interpretive position using well-chosen textual evidence, which they then introduce and interpret, and we specifically teach the threefold pattern of introduction, quotation, and interpretation. Through practicing and mastering this skill set, students learn to add their voices to the general interpretive community in a responsible, thoughtful way, while also revealing their critical thinking skills. Students also model the skills related to critical thinking by in-class discussions, both in small groups and in the class group as a whole. In general, the classroom is structured so that students feel welcome and even compelled to speak out. Finally, students learn how to analyze a text according to its logical claims, whether explicit or implicit, and learn to become aware of possible logical flaws in arguments.

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

Not applicable.

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*

Not applicable.

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

Students learn the responsible use of digital information, both to become better thinkers, but also to avoid plagiarism. The internet, which makes both thoughtless and planned plagiarism easy and relatively effortless, is something we strive to help students avoid. We achieve this through modeling web searches, and through noting how information can be misused as well as used responsibly, through citation and through the meeting academic norms. We also help students learn how to decide how valid information found on the internet is, using best practices on evaluating the quality of sources, modeling the questioning of digital sources in class, through having students work on judging selected sources on their own, and through having the university librarian make a presentation on how students can gain access to normative academic databases through the university library.

E. Supporting Documents

☐ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

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

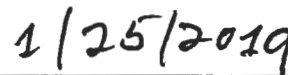
Link to Institution's General Education Assessment Plan

This course meets Navajo Tech's institutional standards for General Education and has been reviewed and approved by our General Education Committee and Assessment Committee. Student learning data from the course's skills rubric will be gathered from the last of the course's four writing assignments. Data summaries from all sections of the course will be compiled on a semester-by-semester basis by the University's Offices of Assessment and Institutional Research. Departmental faculty will review the data and design course and GenEd program improvements during Assessment Days each semester. An annual summary that includes summaries of program improvement will be prepared by the Assessment Committee and included in the University's Annual Student Learning Report. Curriculum revisions as needed will be designed by the General Education Committee and reviewed and approved by the Faculty Congress.

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____

Date

E. Sample assessment: Essay Writing Assignment-with-Rubric

Assignment steps

1. Ensure that you are addressing the assignment topic.
2. Start early so you can write several drafts.
3. Develop an outline with thesis statement and topic sentences. Ensure that elements of the outline address the assignment topic.
4. Write a first draft. Word process the draft.
5. Have at least one other person read and react to your essay.
6. Revise the first draft incorporating your reader's feedback. Create a second draft.
7. Repeat steps 5 and 6 as desired and needed.
8. Create a final essay. Develop a cover page with title and author information. Format the cover page and all other pages appropriately. Ensure that all citations are properly formatted.
9. Submit the essay on the due date, during class.

Rubric

Student:

Assignment:

Date:

Criteria	Emerging (1)	Developing (2)	Proficient (3)	Scores & comments
Ideas	The essay shows inadequate command of course materials or contains significant factual and conceptual errors; it does not directly answer the question or may confuse some significant ideas.	The essay shows some understanding of the basic ideas and information involved in the assignment; but may contain some factual, interpretive, or conceptual errors.	The essay offers a powerful analysis and argument, and shows an understanding of interpretive and conceptual tasks required by assignment. Its ideas show insight, and go beyond the class discussions.	
Thesis	Essay has a thesis that is vague or not central to argument; the central terms are not defined clearly.	The essay has general thesis or controlling idea, but this thesis does not contain sufficient ideas to structure the complete essay.	The essay controlled by clear, precise, well-defined thesis: is sophisticated in both statement and insight	
Development and support	The essay frequently only narrates or summarizes and digresses from one topic to another without developing ideas or terms; it makes minimal or no use of textual evidence.	The essay only partially develops its argument and shows shallow analysis. It does not fully develop ideas, and makes limited use of textual evidence. It fails to integrate quotations and supporting evidence.	The essay gives well-chosen examples and uses persuasive reasoning to support its thesis consistently. It uses quotations and citations effectively; and makes clear causal connections between ideas.	
Structure	The essay is simplistic, tends to narrate or summarize; it wanders from one topic to another, in an illogical arrangement of ideas.	The essay shows some awkward transitions; some brief, weakly unified or undeveloped paragraphs; the overall arrangement may not appear entirely natural, and may contains extraneous information.	The essay uses appropriate, clear and smooth transitions and the arrangement of paragraphs helps the reader fully understand its ideas, which are fully developed.	
Conventions	The essay shows major grammatical or proofreading errors (subject-verb agreement; sentence fragments); spelling errors; there are frequent unclear sentences.	The essay shows frequent wordiness and several unclear, awkward sentences along with an imprecise use of words or overreliance on passive voice; one or two major grammatical errors (subject-verb agreement, comma splices, etc.); it reveals an effort to present quotations accurately.	The essay uses sophisticated sentences effectively; it chooses words well and observes conventions of written English and manuscript format. It makes few minor or technical errors.	
Overall comments				Reader

A=15-14; B=13-12; C=11-10; D=9-8; F=7 or less

NEW MEXICO HIGHER EDUCATION DEPARTMENT

SUSANA MARTINEZ
GOVERNOR



DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	WNMU
Department	HUM
Course Number, Title, Credits	COMM 110 [common course # COMM 1130], Public Speaking, 3
Co-requisite Course Number and Title, if any	N/A
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	Benjamin Cline
Email and Phone Number of Contact Person	Clineb@wnmu.edu

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

COMM 1130

List all learning outcomes that are shared between course sections at your institution.

Course Objectives:

- A. Analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.

- B. Express a primary purpose in a compelling statement and order supporting points logically and convincingly.
- C. Use effective rhetorical strategies to persuade, inform, and engage.
- D. Employ speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics.
- E. Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication.
- F. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inference.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

The students will engage in the construction of three oral presentations: an epideictic speech labeled “show and tell”; a deliberative speech labeled the “policy speech”; and a forensic speech labeled “The Pecha Kucha.” Some sections may have additional speeches. In these speeches the students are evaluated on their ability to use classical arrangement for organization, contemporary academic database searches for research, demographic analysis of audience, as well as logical, emotional, and ethical proofs.

The students will be evaluated in the show and tell speech in their ability to discuss values in a civil manner, and present coherent arguments for their values.

In the policy speech the students will be required to examine a rule or policy in place, evaluate that rule, law, or policy and provide a coherent argument as to how they would change it.

in the “Pecha Kucha” the students will be required to present researched facts in a fast-paced highly visual genre of public speaking.

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

Students are taught to use syllogistic deductive reasoning to move from argument to thesis and to provide support from a variety of sources which they are taught to properly evaluate for likely correctness. They are evaluated on their ability to do this in oral presentation.

The first speech, the show and tell, will ask students to speak only from their own experiences.

The second speech will require them to develop a syllogism from researched facts for their policy change. The final speech, the pecha kucha, will evaluate student's ability to put together a syllogism into their main points and to further develop that into a longer coherent argument of fact.

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

N/A

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

N/A

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

Students are taught to place information into three categories, "okay sources" which are generally not the best, but given a dearth of better sources might be okay and are certainly fine for a source of fun, pithy quotes, but may not be reliable. "Good sources" which are checked by "the test of time," editorial boards, etc. These include legitimate news sources and religious texts. In general these should not be dismissed out of hand but sometimes reflect a bias situational or personal. Finally, we have "excellent sources" which are sources that pass peer-review. We show the students how to access library resources to get peer reviewed materials, how the peer-review process works, and why it is generally reliable.

Students will be required to produce bibliographies with both the Pecha Kucha and the policy speech and will be evaluated based on their ability to use sources effectively given the above rubric.

E. Supporting Documents (required).

☒ Syllabus Attached ☒ Sample Assessment Attached

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

Link to Institution's General Education Assessment Plan [WNMU GE Assessment Link](#)

This course meets institutional standards for general education.



Signature of Chief Academic Officer

1/25/2019

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Pecha Kucha

Pecha Kucha

Criteria	Ratings			Pts
High Quality Sources	5.0 pts Full Marks	3.0 pts Some sources not excellent	0.0 pts No Marks	5.0 pts
Logical Appeal	5.0 pts Full Marks	3.0 pts Can follow, but no syllogism	0.0 pts No Marks	5.0 pts
Emotional Appeal	5.0 pts Full Marks	3.0 pts Emotion	0.0 pts No Marks	5.0 pts
Character Appeal	5.0 pts Full Marks	3.0 pts Did nothing to REDUCE credibility	0.0 pts No Marks	5.0 pts
Grammar	5.0 pts Full Marks	3.0 pts Insignificant grammar errors	0.0 pts No Marks	5.0 pts
Creative Word Choice	5.0 pts Full Marks	3.0 pts Nothing stylistically BAD	0.0 pts No Marks	5.0 pts
Oral Citation	5.0 pts Full Marks	0.0 pts No Marks		5.0 pts
Exordium (Get the audience's attention while building credibility)	5.0 pts Full Marks	3.0 pts Left out one or more parts	0.0 pts No Marks	5.0 pts

Pecha Kucha

Criteria	Ratings				Pts
Narratio (Tell a story to make the audience interested and set emotional tone)	5.0 pts Full Marks	3.0 pts not related to topic	0.0 pts No Marks		5.0 pts
Partitio (Preview main points)	5.0 pts Full Marks	3.0 pts Preview does not tie to thessis	0.0 pts No Marks		5.0 pts
Confirmatio (a logical main body)	5.0 pts Full Marks	0.0 pts No Marks			5.0 pts
Refutatio (rebuttal of imagined counter arguments)	5.0 pts Full Marks	3.0 pts Recognizes other side but does not seem to understand them.	0.0 pts No Marks		5.0 pts
Peroratio (Emotion laden conclusion and review).	5.0 pts Full Marks	3.0 pts Conclusion not emotional	0.0 pts No Marks		5.0 pts
Extemporaneous	5.0 pts Extemp	3.0 pts Memorized	2.0 pts Manuscript	0.0 pts No Marks	5.0 pts
Memorable	5.0 pts Full Marks	0.0 pts No Marks			5.0 pts
Pitch	4.0 pts Full Marks	2.0 pts Not monotone, but uninteresting	0.0 pts No Marks		4.0 pts
Patter	4.0 pts Full Marks	2.0 pts Odd pauses or fillers	0.0 pts No Marks		4.0 pts

Pecha Kucha

Criteria	Ratings				Pts
Projection	4.0 pts	2.0 pts		0.0 pts	4.0 pts
	Full Marks	Could sometimes not hear or too loud		No Marks	
Gestures	4.0 pts	3.0 pts	2.0 pts	0.0 pts	4.0 pts
	Full Marks	Gestures were too staged	Gestured, but held notes.	No Marks	
Body movement (including eye contact)	4.0 pts	2.0 pts		0.0 pts	4.0 pts
	Full Marks	Student stood still or did not look at every audience member		No Marks	
Professional Dress	5.0 pts		3.0 pts	0.0 pts	5.0 pts
	Full Marks		Sort of	No Marks	
Reacted to audience nonverbal cues	5.0 pts	3.0 pts		0.0 pts	5.0 pts
	Full Marks	Seemed focused on audience, but made no changes based on their nonverbal feedback		No Marks	
Taught us something.	15.0 pts		0.0 pts		15.0 pts
	Full Marks		No Marks		

COMM 110: Public Speaking

CRN: #####

Instructor's Name: Benjamin J. Cline

Office: 206 Bowden Hall

Office Hours: 10:00-11:00 MW or by appointment

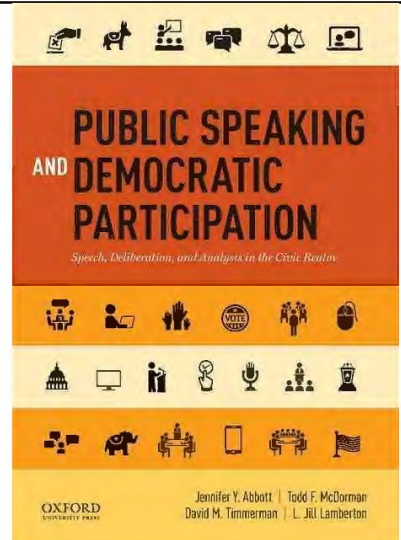
Personal Phone: (775)557-5131 **(Call or text any time!!!)**

Office Phone: (575) 538-6536


Email: clineb@wnmu.edu

Required Items

Required Text:

	<p>Title: <i>Public Speaking and Democratic Participation: Speech, Deliberation, and Analysis in the Civic Realm</i></p> <p>Authors: Jennifer Y. Abbott, Todd F. McDorman, L. Jill Lamberton, David M. Timmerman</p> <p>Publisher: Oxford University Press, 2015</p> <p>ISBN: 0199338590, 9780199338597</p> <p>Length: 464 pages</p> <p>Other readings will be available through the Canvas page.</p>
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Other Required Items:

<ol style="list-style-type: none">1. Appropriate Clothing for Speeches.2. 3x5 note cards.3. Access to a computer from which you will access Canvas daily.4. A notebook and pen or other devices for daily note taking.	 <p>What to wear?</p> <p>The guide provides recommendations for Business Professional and Business Casual attire for men and women. Use these tips to help you decide what to wear.</p> <p>For men: dress, dress, dress. Business Professional only.</p>
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Course Outcomes or Competencies:

The following material is taken from the New Mexico Core Competencies

Assessment 2007-2008: Area I Courses:

1. Students will analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.
 - Students should: Understand, appreciate, and critically evaluate a variety of written and spoken messages in order to make informed decisions.
2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly
 - Students should: Organize their thinking to express their viewpoints clearly, concisely, and effectively.
3. Students will use effective rhetorical strategies to persuade, inform, and engage.
 - Students should: Select and use the best means to deliver a particular message to a particular audience. Rhetorical strategies include but are not limited to modes (such as narration, description, and persuasion), genres (essays, web pages, reports, proposals), media and technology (PowerPoint™, electronic writing), and graphics (charts, diagrams, formats).
4. Students will employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics.
 - Students should: Use standard processes for generating documents or oral presentations independently and in groups.
5. Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication.
 - Students should: Gather legitimate information to support ideas without plagiarizing, misinforming or distorting.
6. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inference.
 - Students should: Negotiate civilly with others to accomplish goals and to function as responsible citizens.

COMPETENCIES FOR ENTRY-LEVEL LANGUAGE ARTS TEACHERS.

- Teachers of English language arts will demonstrate knowledge that students must develop in understanding and using language.
- Teachers of English language arts will demonstrate knowledge that speaking, listening, writing, reading and thinking are related
- All language arts teachers shall understand that language development occurs as students use all the language processes.
- All language arts teachers shall understand the relationships among the language processes of speaking, listening, writing, reading, and thinking.
- All language arts teachers shall understand how oral language serves as the basis for learning reading and writing skills.
- All language arts teachers shall understand the relationships between language and thought development and of the holistic nature of language.

- All language arts teachers shall be able to use integrated approaches in teaching the language arts, particularly in teaching critical thinking.
- Teachers of English language arts shall demonstrate knowledge that social, cultural, and economic environments influence language learning.
- All language arts teachers shall understand how students' environments influence their language development.
- All teachers shall understand the history and diversity of language, including dialects and levels of usage in particular environments and be able to help students recognize and use language during all occasions

COMPOSING AND ANALYZING LANGUAGE:

- Teachers of English language arts shall demonstrate knowledge of the processes and elements involved in the acts of composing in oral and written forms such as considerations of subject, purpose, audience, point-of-view, mode, tone, and style and understand how such processes and elements are interrelated.
- All language arts teachers shall understand the importance of learning about and practicing various aspects of composing processes (prewriting, writing, revising, editing, and evaluating) in order to achieve the knowledge required to teach those processes well.
- All language arts teachers shall know the sound system, the grammatical system, and the semantic system of English to be able to help students understand their own oral and written language, as well as that of others.
- All language arts teachers shall understand how people use language and visual images to influence the thinking and actions of others.
- All language arts teachers shall understand that verbal and visual languages are powerful influences upon human thinking and behavior
- By examining various relationships between verbal and visual languages, all language arts teachers shall learn how to distinguish among various purposes of language and learn how to achieve these purposes to be able to help students recognize differences such as between fact and opinion and between truth and propaganda.

NONPRINT MEDIA:

- Teachers of English language arts shall demonstrate knowledge and understanding of how nonprint and nonverbal media differ from print and verbal media.
- All language arts teachers must know how the electronic media such as television and computers differ from printed media and how students are influenced by these media.
- All language arts teachers must know how to teach through these various media, as well as know how and what to teach about them to be able to help students recognize and interpret verbal language
- All language arts teachers shall be familiar with such aspects of electronic media as the Internet, word processing, CD ROM, desktop publishing, and other relevant media to be able to effectively teach through the use of both verbal and visual media.

Assignments

Quizzes

First Quiz	Due Jan 15	10 Points Possible
Quiz on Anxiety and Non-Verbal	Due Jan 26	10 Points Possible
Quiz on Ethos and Pathos	Due Jan 29	10 Points Possible
Quiz on Style and Audience	Due Feb 26	10 Points Possible
Quiz on Visual Aids and Law	Due Mar 4	10 Points Possible
Quiz for Listening and Intercultural	Due Apr 15	10 Points Possible
Quiz over groups media ownership	Due Mar 25	10 Points Possible
Quiz over Media	Due Apr 1	10 Points Possible
Quiz over relationships and love	Due Apr 8	10 Points Possible
Quiz on Logic, Research, and Organization	Due Feb 9	10 Points Possible

Speeches

Show and Tell Speech	Due Feb 1	100 Points Possible
The Policy Speech	Due Feb 15	150 Points Possible
Teaching Speech	Due Mar 14	150 Points Possible
Bibliographies		
Policy Speech Reference Page	Due Feb 14	100 Points Possible
Teaching Speech Reference Page	Due Mar 13	100 Points Possible

Papers

Internal Speech Critique	Due Feb 27	100 Points Possible
External Speech Critique	Due Apr 29	100 Points Possible

Group Project

Group Project	Due May 3	200 Points Possible
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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

A. Institution and Course Information

Name of Institution	WNMU
Department	Humanities
Course Number, Title, Credits	ENGL 1410, Introduction to Literature, 3
Co-requisite Course Number and Title, if any	N/A
Is this application for your system (ENMU, NMSU, & UNM)?	WNMU
Name and Title of Contact Person	Kate Oubre
Email and Phone Number of Contact Person	Katherine.Oubre@wnmu.edu (575) 538-6524

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

ENGL 1410

List all learning outcomes that are shared between course sections at your institution.

- Read and critically assess a variety of texts
- Understand the conventions of drama, poetry, and fiction
- Use the language of literary conventions to discuss, analyze, and interpret literary texts
- Recognize literary conventions of point of view, plot constructs, setting, character, theme
- Create and support arguments and interpretations of texts by using literary terminology, personal experience, social, cultural, or historical context
- Demonstrate the ability to write coherent essays using grammatically correct prose
- Demonstrate the ability to quote, paraphrase, and cite sources using MLA style

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

N/A

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

The primary critical thinking strategy employed in this course is evidence-based analysis. During class discussions/activities as well as formal essays and projects, students will identify perspectives and views on a variety of problems that appear in literature. They will learn to reflect, analyze, compare and contrast, and synthesize diverse topics by examining qualitative evidence as presented in literature as well as potentially some outside sources. They will also need to integrate evidence that they have located and evaluated to defend their thesis and claims, thereby proving their skills in differentiating between relevant and irrelevant information as well as fact from opinion. They will thus show how the evidence and analysis of such evidence leads them to their conclusions. Students will need to critically engage in civil discourse both in class discussion/activities and in writing assignments, recognizing and acknowledging the distinctions among facts, opinions, and inferences.

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

N/A

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

Introduction to Literature delves into social and cultural norms, behaviors, and communication. Through the study of literature, students will learn about other cultures begin to develop an understanding of diverse opinions, beliefs, and ways of looking at the world and its inhabitants. Through the unique lens through which students then learn to examine their own culture and subcultures and thereby develop intercultural reasoning and intercultural competence. Through critical reading and literary analysis in discussions, class activities, and essays, students will apply ethical reasoning by examining ethical choices characters make as well as the varying underlying factors influencing those choices. Throughout the course, students will be required to “demonstrate the ability to participate in respectful civic dialogue that shares differing perspectives and recognize that there are multiple valid responses to local and global issues” both in applying their reasoning behind characters’ motives and actions and in justifying their conclusions about them.

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

This course emphasizes close reading of primary texts. Thus, students spend significant time practicing primary source integration into their arguments and discussion: selecting appropriate evidence, paraphrasing, quoting, analyzing, and documenting properly to avoid plagiarism. Students will be introduced to analyzing literary conventions of language and genre. In constructing major assignments, students are required to utilize the concepts of research as inquiry and writing as a reiterative process in order to create a compelling argument based on literary sources. Since this is a 100-level course, students must also adapt to our LMS (Canvas), Microsoft Word,

MLA format, etc. Different instructors will emphasize different components of the four component skills, including such exercises/assessments as debate, googledocs for drafting/collaborating, creating projects/presentations with audio-visual components, etc.

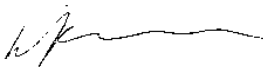
E. Supporting Documents (required).

☒ Syllabus Attached ☒ Sample Assessment Attached

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

Link to Institution's General Education Assessment Plan [WNMU General Education Assessment Plan](#)

This course meets institutional standards for general education.



Signature of Chief Academic Officer

1/25/2019

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

English 150, CRN 30738

Online, Summer 2018

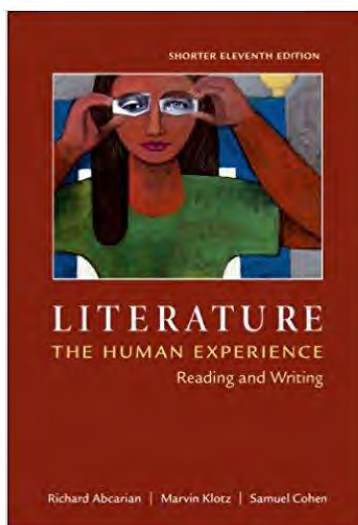
Professor: Kate Oubre, Ph.D.	Office: 204 Bowden Hall
Office Phone: 538-6524	GoogleVoice: (575) 519-4010
E-mail: use e-mail feature in Canvas. E-mail sent elsewhere may be lost	Virtual Office hours: 1-3 M-F and by appointment

Course Catalog Description

ENGL 150. An introduction to the study and appreciation of literature. Shows how understanding writers' techniques increases the enjoyment of their works; relates these techniques to literary conventions; teaches recognition, analysis, discussion of important themes. (NMCCN ENGL 2213) (Area V). (3)

Required Texts

Literature: The Human Experience. Shorter 11th ed. Eds. Abcarian, Klotz, and Cohen. Boston: Bedford/St. Martin's, 2015. ISBN: 978-1-4576-8657-3.



<http://ecx.images-amazon.com/images/I/41RGMCEbpWL. SX345 BO1,204,203,200 .jpg>

Students who shop for these books online should be careful to search under the books' ISBNs. Otherwise, students may end up with inexpensive but outdated (and therefore useless) editions of the texts.

Course Instructional Objectives:

In English 150, we will explore the human experience as it is represented in a wide variety of texts, both in terms of genre (the form of the literature) and theme. You will convey your understanding of the texts we read through discussions, quizzes, tests, an essay, and an original creative project.

Because this is a condensed course, I have chosen more short pieces for the course so that you have an opportunity to “taste” a wide sampling of material.

By the end of the course you will have

- read and critically assessed a variety of texts
- written a minimum of 3,000 words
- engaged in the process of researching and evaluating sources
- demonstrated the ability to quote, paraphrase, and cite sources using MLA style
- demonstrated the ability to write coherent essays using grammatically correct prose
 - o written and revised one essay that engage with assigned readings
 - o completed one creative synthesis project

Course Outcomes or Competencies

Students will

- give analyses and critical interpretation of literature
- compare “modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual)”
- recognize “the diversity of human experience across a range of historical periods and/or cultural perspectives”
- use “historical and/or cultural perspectives to evaluate any or all of the following:
 - o contemporary problems/issues
 - o contemporary modes of expression
 - o contemporary thought”
- demonstrate evidence of “an understanding of the present that is informed by an awareness of past heritages in human history, arts, philosophy, religion, and literature, including the complex and interdependent relationships among cultures.”

* Quotations are from the New Mexico Core Competencies Assessment 2007-2008.

The following material is taken from the New Mexico Core Competencies Assessment 2007-2008: Area I Courses:

1. Students will analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view. Students should: Understand, appreciate, and critically evaluate a variety of written and spoken messages in order to make informed decisions.
2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly. Students should: Organize their thinking to express their viewpoints clearly, concisely, and effectively.
3. Students will use effective rhetorical strategies to persuade, inform, and engage. Students should: Select and use the best means to deliver a particular message to a particular audience. Rhetorical strategies include but are not limited to modes (such as narration, description, and persuasion), genres (essays, web pages, reports, proposals), media and technology (PowerPoint™, electronic writing), and graphics (charts, diagrams, formats).

4. Students will employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics. Students should: Use standard processes for generating documents or oral presentations independently and in groups.

5. Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication. Students should: Gather legitimate information to support ideas without plagiarizing, misinforming or distorting.

6. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences. Students should: Negotiate civilly with others to accomplish goals and to function as responsible citizens.

Disability Support Services

Services for students with disabilities are provided through the Student Health Center's Disability Support Services Office located in the Juan Chacon Building, Room 221. Some examples of the assistance provided are: audio materials for the blind or dyslexic, note takers, readers, campus guides, audio recorders, and a quiet testing area. In order to qualify for these services, documentation must be provided by certified health care professionals. Disability Support Services forms are available in the First Year Experience Office located in the Juan Chacon Building and in the Student Health Services Office in Muir Heights 111. The Disability Support Services Office serves as Western New Mexico University's liaison for students with disabilities. The Disability Support Services Office can be contacted by phone at (575) 538-6400 or e-mail at dss@wnmu.edu.

Communication Policy Statement regarding official email

WNMU's policy requires that all official communication be sent via Mustang Express. As a result, all emails related to your enrollment at WNMU and class communication – including changes in assignments and grades – will be sent to your wnmu.edu email address. It is very important that you access your Mustang Express e-mail periodically to check for correspondence from the University. (These mailboxes fill up quickly, and once they are full, messages sent to you will disappear. Your sender will not be notified of bounced messages. Neither will you. You will need to empty your mailbox from time to time. The system will not do it for you) **If you receive most of your email at a different address you can forward your messages from Mustang Express to your other address.**

Example: Martin Classmember was assigned a WNMU email address of classmemberm12@wnmu.edu but Martin would rather receive his emails at his home email address of martinclass@yahoo.com

Martin would follow the direction provided

at <http://www.wnmu.edu/campusdocs/direction%20for%20forwarding%20email.htm>

WNMU Policy on Email Passwords: WNMU requires that passwords for access to all of the protected software, programs, and applications will be robust, including complexity in the number of characters required, the combination of characters required, and the frequency in which passwords are required to be changed. Minimum complexity shall include:

- Passwords shall contain at least six (6) characters.
- Passwords shall contain at least one capital (upper case) letter, and at least one symbol (numbers and characters such as @ # \$ % & *).
- Passwords shall be changed at least every 90 days. (8/6/08)

Forwarding E-mail from Canvas to Mustang Express: Canvas will automatically send your e-mail to Mustang Express (and from there it will go to any other address you select, as mentioned above). To tell it to do this, follow this path: WNMU Homepage > My Online Courses (Canvas) > Canvas Homepage > Profile > Notifications. Each of the preferences will have your WNMU e-mail address as a forwarding address. Notice that at the right you can set how often your Canvas e-mail will be forwarded. It is best to set all the messages on “Right Away.” Otherwise, you could fall behind.

Academic Integrity Policy and Procedure

Each student shall observe standards of honesty and integrity in academic work as defined in the WNMU catalog. Violations of academic integrity include “any behavior that misrepresents or falsifies a student’s knowledge, skills or ability with the goal of unjustified or illegitimate evaluation or gain” (WNMU Faculty Handbook, 2008). Generally violations of the academic integrity include cheating and plagiarism. Refer to the catalog pages 60-61 for definitions.

Penalties for infractions of academic integrity in this class are as follows:

Plagiarism Policies and Procedures

Plagiarism: “the intentional or unintentional representation of another’s work as one’s own without proper acknowledgement of the original author or creator of the work” (WNMU Faculty Handbook, 2008).

Except in limited cases, it is impossible to write a college paper, or even an essay question, without using the words or ideas of someone else. In most cases, we even want you to do so. However, you cannot simply write down those words or ideas, because if you do, that is the same as telling the reader that they are your own, and that amounts to stealing, whether you meant to do so or not.

When you use someone else’s words or ideas, tell your readers directly whose words or ideas you are using, and the publication or other source from which they came. If you use the exact words of someone else (more than three words together), you must put them in quotation marks. It is also dishonest to change the words of a source without changing the sentence structure of the source or without giving that source credit by name and title.

English 150 will use MLA documentation. If you learned APA in your English composition courses, this documentation style is a big different, but we will go over the requirements during the first week of the course. Our textbook provides information on proper documentation.

My Policy:

Deliberate plagiarism occurs when a student intentionally takes credit for work he or she has not done. The 1st instance of deliberate plagiarism will result in a zero on the assignment. A 2nd instance will result in failure of the class.

Unintentional plagiarism occurs when borrowed material is not correctly quoted, paraphrased, or cited. Unintentional plagiarism will result in a lowered grade for work done at the beginning of the semester, and may result in failure of the class at the end of the semester.

Cheating Policies and Procedures

Cheating: “using or attempting to use unauthorized materials...and unauthorized collaboration with others, copying the work of another or any action that presents the work of others to misrepresent the student’s knowledge” (WNMU Faculty Handbook, 2008).

My Policy:

Cheating will result in a failing grade for the assignment and potential failure in the class.

Class Procedures for Inclement Weather

This course is a 100% online course, and Canvas is a very reliable Learning Management System. You are expected to meet course deadlines and work far enough ahead to prevent last minute technical problems on your computer and/or with your internet provider. If you will not have regular and reliable internet service for the entirety of the course (5+ days a week), this may not be the course for you.

If Canvas or the WNMU server “goes down,” I will make alternate deadlines and post information in an ANNOUNCEMENT in Canvas and/or a Mustang Express e-mail.

However, if you do have an emergency, please contact me as soon as possible so that we can work together to help you be as successful as possible in the course.

Assessment/Evaluation and Grading Scale

Final Grade: A = 90 - 100%; B = 80 - 89%; C = 70 - 79% (C is the minimum passing grade for this course); D = 60 - 69%; F = 0 - 59%

Assessment/Evaluation and Grading Scale

Final Grade: A = 90 - 100%; B = 80 - 89%; C = 70 - 79% (C is the minimum passing grade for this course); D = 60 - 69%; F = 0 - 59%

Grade breakdown (subject to change):

Coursework (Discussions and Quizzes)	20%
Test 1	20%
Essay	20%
Test 2	20%
Final Creative Project	20%

How to Calculate Your Grade

- Go to Grades in Canvas on the left tab
- Look in the far right column. It will tell you your average to date.

Note: A grade of incomplete will not be granted unless at least 75% of coursework has been completed AND there are documented extenuating circumstances preventing you from completing the course by the deadline.

Note: You cannot earn a passing grade in this course unless you submit all of the major assignments (Test 1, Essay, Test 2, Creative Project)

Attendance and Behavior Policies

Attendance in an online class is evaluated by your attendance to the material. Attendance is critical to your success in a reading and writing-intensive course. We all work better when we interact with others in a positive and supportive environment, which also means that we must meet deadlines.

Because this is a summer course, you will need to allot approximately 1 ½-2 hours every day to coursework.

Discussions and quizzes constitute the daily participation for this class. For nearly every day that a major assignment (test, essay, or project) isn't due, you will have reading assignments, one or two discussion posts, several responses to other students' posts, and often a quiz.

It is VITAL that you pay attention to the MODULES, since the discussion boards and the “to do” list in Canvas do not allow for multiple due dates.

Please contribute to all course activities in a courteous and professional manner. Disruptive behavior will not be tolerated; I will give only one warning, and if negative behavior persists, I may drop you from the class.

Late Work Policies

Late major assignments (essays) will drop 10% for every day they are late. Let me know ahead of time if you have extenuating circumstances or as soon as possible if you have a documented emergency. It will not be easy to catch up once you get behind in this course.

Discussion posts that are submitted late will not be accepted for grading and will earn a zero. I will drop the lowest discussion grade for the course.

Quizzes are posted only for 48 hours. You can take quizzes multiple times, you can use your book, etc., but you need to get it done on the day of class. I will drop the lowest quiz score.

Tests are posted only for 48 hours, and once you begin the test, you will have 120 minutes (2 hours) to complete it in one attempt. Unless otherwise stated, you may use your books and notes. Tests will involve short answer (3-5 sentences), longer answer (1-3 paragraphs).

Essay Revision policy: You are allowed to revise the mid-semester essay after the essay has been graded if you have met all deadlines, including the optional draft. You must let me know that you plan to revise and provide a revision plan based on my comments before you begin. The essay revision due date notification will be included with the final grade information for the project, but it will be no later than 1 week after the final grade has been assigned.

The **Semester Creative Synthesis Project** cannot be revised after a final grade has been assigned.

WNMU Code of Civility

In order to promote a positive, professional atmosphere among students, faculty and staff, the following Code of Civility has been developed:

Respect: Treat all students, faculty, staff and property with respect and in a courteous and professional manner. This includes all communications, whether verbal or written. Let your actions reflect pride in yourself, your university, and your profession.

Kindness: A kind word and gentle voice go a long way. Refrain from using profanity, insulting slang remarks, or making disparaging comments. Consider another person's feelings. Be nice.

Truth: Exhibit honesty and integrity in your dealings with fellow students, faculty and staff members. Don't lie, don't cheat, and don't steal.

Responsibility: Take responsibility for your actions. This includes gracefully accepting the consequences of your behavior.

Cooperation: Exhibit a cooperative manner when dealing with students, faculty and staff so we may all work towards our common goals and mission.

Acceptance: Accept differences in others, as they accept differences in you. This includes diversity in opinions, beliefs and ideas and everything else that makes us unique individuals.

Professionalism: Always conduct yourself in a manner that will bring pride to your profession, to Western New Mexico University, and, most importantly, to yourself.

Confidentiality: Some individuals may choose to disclose personal information during class. Therefore, it is important that all class members agree not to discuss or write about what others have revealed in confidence in class.

Course Access: Access to online course materials will be available to students between the start and end dates listed in the class schedule.

Copyright: The materials found in this course are only for the use of students enrolled in this course for purposes associated with this course and may not be retained by students in any electronic form or further disseminated or distributed to anyone not enrolled in this course.

Changes: Several times during the semester, I may revise the schedule. I may also change the procedures in this course. If that happens, I will do two things: 1) notify you by e-mail; 2) make the necessary change to the wording of the Schedule or Syllabus documents, so that you can make yourself familiar with the details of the change.

English 150 Essay Assignment

Your assignment is to write a 3-4 page typed essay on one of the following topics, examining what at least 2 of the texts we've read "say" about the topic (that will be your thesis, and it needs to be more than a cliché). If you find another common thread that you'd like to examine, you may propose an alternative topic.

Topics:

- The price of conformity
- Rebellion against injustice
- Social change
- Role of individual in society
- Price of individuality in society
- Prejudice
- What is "Justice"?

Texts:

- Shirley Jackson, "The Lottery"
- Case study for "Letter from Birmingham Jail" (pages 393-413)
- Dudley Randall's "Ballad of Birmingham" (pages 330-331)
- Sophocles, *Antigone* (pages 346-378)
- The poems in "Connecting Poems: Revising America" (pages 336-340)
- Walt Whitman "I Hear America Singing([Links to an external site.](#))[Links to an external site.](#) ([Links to an external site.](#))[Links to an external site.](#)" (click on link; it's referred to in our book but not included)
- William Carlos Williams "To Elsie([Links to an external site.](#))[Links to an external site.](#) ([Links to an external site.](#))[Links to an external site.](#)" (click on link; it's referred to in our book but not included)

You are not allowed to use secondary sources (summaries, analyses, or interpretations of the stories in print or online). If you need to look up allusions, historical information, or other specific references in the story, be sure to quote and paraphrase properly and cite your sources.

Properly quote and cite the stories themselves. In studies of literature, we use MLA citation format.

Be sure to review [Essay Resources](#) and the [essay rubric](#) .

English 150 Essay Rubric

	Exceeds standards	Meets standards	Approaches standards	Fails to meet standards
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Thesis	Essay has a strong, well-written thesis. The body of the essay clearly and directly supports the thesis.	Essay has a strong thesis that includes all necessary components but may not be as beautifully written as the excellent one. The body of the essay clearly and directly supports the thesis, though perhaps without as much subtlety as the excellent one.	Essay has a stated thesis that is not as complete or accurate, or that is poorly written. The body of the essay mostly supports the thesis, though there may be pieces that don't appear to fit.	Essay has a general or vague thesis or is missing a thesis; paragraphs are scattered and unconnected. Essay does not follow assignment.
Content				
Evidence	Overall, the essay includes substantial evidence from at least two texts, both in terms of explanation and plot information to carefully selected quotes to support the thesis and paragraph ideas.	Overall, the essay provides strong evidence from at least two texts, both summary/description and sufficient quotes to support the thesis and paragraph ideas.	Overall, the essay provides some detail from two texts but it is not sufficient to support a strong thesis. There may be substantial plot summary. One text may not be fully developed and discussed.	Overall, the essay only summarizes the texts, the essay only provides evidence from one text, and/or the evidence does not support the thesis.
Analysis	The essay provides a comprehensive analysis, clearly indicating how the evidence provided supports both topic sentences and the larger thesis without repetition.	The essay provides a comprehensive analysis, indicating how the evidence provided supports both topic sentences but with less sophistication or explanation than the "excellent" one. There may be some repetition of ideas/details rather than development.	The essay provides some specific analysis, but more often the analysis is too general or vague. This is quite often reflected by substantial repetition.	The essay offers mainly general analysis or is lacking analysis.
Organization				
Essay Organization	The essay is organized coherently and creatively, with one paragraph idea leading logically and fluidly to the next with effective transitions. The introduction and conclusion are creative but also analytical without being repetitive.	The essay follows a logical organization, though the reader has to make some of the connections with basic transitions. The introduction and conclusion get the job done, if a bit mechanically or repetitively.	The essay attempts to follow a logical organization, but sometimes it jumps from one point to the next without apparent reason. The essay has a basic introduction and conclusion.	The essay does not follow a logical organization. The essay has minimal introduction/conclusion.
Paragraph Organization	Body paragraphs are organized coherently and creatively, with a strong topic sentence, context, supporting evidence, analysis, and conclusion.	Body paragraphs follow the formula with a strong topic sentence, context, supporting evidence, analysis, and conclusion.	Body paragraphs follow the basics with a general topic sentence, context, supporting evidence, analysis, and conclusion.	Body paragraphs do not meet one or more of the basic requirements.
Conventions				
Documentation	Essay cites paraphrases and quotes correctly using MLA documentation style. Works cited is correct and properly formatted with minimal errors.	Essay cites paraphrases and quotes using MLA documentation style. Works cited is correct and properly formatted with some errors.	Essay attempts to follow MLA documentation, but there are consistent errors in documentation.	Essay has serious documentation errors and/or may be missing works cited page.
Expression and Mechanics	Essay is free of spelling, usage, and sentence level errors. Essay utilizes clear and appropriate diction as well as clear and effective sentence construction.	Essay is mostly free of spelling, usage, and sentence level errors. Overall, the essay is very "readable." The ideas come across clearly, though there may be some awkward word choices or sentences	Spelling, usage, or sentence level errors (particularly comma splices, fragments, or run-ons) are found frequently in the essay. Awkward word choices and sentence structures may also be found throughout the essay, but the reader can still follow the writer's ideas.	Serious errors in spelling, usage, and/or sentence construction distract the reader and prevent him/her from following the writer's ideas. Awkward word choices and sentence structure distract the reader from following the writer's ideas.

General Education Area II: Mathematics

NEW MEXICO HIGHER EDUCATION DEPARTMENT

SUSANA MARTINEZ
GOVERNOR



DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution **Northern New Mexico College**
Department **Mathematics and Physical Science**
Course Number, Title, Credits **MATH 145, Introduction to Probability and Statistics, 3 credits**
Co-requisite Course Number and Title, if any
Is this application for your system (ENMU, NMSU, & UNM)? **Yes**
Name and Title of Contact Person **David Torres**
Email and Phone Number of Contact Person

davytorres@nnmc.edu 505-747-2174

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☒ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

MATH 1350

List all learning outcomes that are shared between course sections at your institution.

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 general concepts of statistics.

2. Presentation and description of data
3. Summarize data using measures of central tendency and variation
4. Compute point and interval estimates
5. Perform hypothesis tests
6. Analyze data using regression and correlation.

Institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

Students will be asked to construct written responses to a mathematical problem by constructing the Pearson R correlation coefficient and the linear regression curve given available data. They will need to compute sums of the data and substitute the sums in formulas. Student will need to extract enough information from the description of the problem to identify the independent and dependent variables (thus requiring them to use strategies for understanding and evaluating messages). The Pearson R coefficient will need to be interpreted. Specifically, students will need to determine if the relationship between the variables is positive or negative, weak or strong based on the Pearson R value. The slope and y-intercept of the linear regression line will need to be identified and graphed alongside the original data points. Furthermore, students will need to explain that the linear regression line minimizes the sum of squares between the data points and the line, thus ensuring that they are aware of the importance of using this mathematical tool (and thereby addressing genre and medium awareness). Students will then use the linear regression line to calculate a dependent variable, thus showing the application of the linear regression line in making predictions. They will decide whether they will support the prediction using the coefficient of determination, R squared, thus addressing the evaluation and production of arguments.

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

Students will be required to gather information from the description of the problem. The problem setting will need to be assessed by students before mathematical operations can begin. Students will need to determine the dependent and independent variables that must be used in computing the Pearson R correlation coefficient and the slope and y-intercept of the linear regression line. Evidence evaluation will involve collecting and summing numbers which will be used in formulas. Students will then interpret the results of the formulas. Based on the Pearson R coefficient, they will need to determine if the relationship between the variables is positive or negative, weak or strong. The slope and y-intercept of the linear regression line will need to be identified and graphed alongside the original data points thus assessing whether the line accurately represents the data. The linear regression line will be used to predict the value for the dependent variable given an independent variable. Students will decide whether they will support the prediction using the coefficient of determination, R squared. Thus critical thinking will be used to construct sums, to use them in the correct formulas, and to interpret the results in the context of the original problem description.

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

Students will need to determine the dependent and independent variables that will be used to compute the Pearson R correlation coefficient and linear regression parameters. Students will be asked to use and apply mathematical formulas. Mathematical formulas are a concise and precise way of representing a sequence of mathematical operations, thereby providing a means of representing quantitative information. Students will need to construct sums of the independent and dependent variables, substitute the sums in the correct formulas, and use the order of operations correctly to simplify the formulas. The results of the formulas will be interpreted and analyzed. Based on the Pearson R coefficient, student will need to determine if the relationship between the variables is positive or negative, weak or strong. The slope and y-intercept of the linear regression line will need to be identified and graphed alongside the original data points thus assessing whether the line accurately represents the data. The quantitative model will be applied when the linear regression line is used to predict the value for the dependent variable given an independent variable. Students will decide whether they will support the prediction using the coefficient of determination, R squared. Thus quantitative reasoning will be used in collecting data, processing and analyzing the data using formulas, and interpreting and applying the model to make predictions.

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 the outcomes of the third essential skill. 200 – 300 words.

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

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

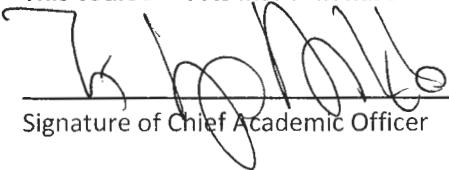
E. Supporting Documents

☐ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

F. 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 meets institutional standards for general education.


Signature of Chief Academic Officer


Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Introduction to Probability and Statistics Sample Assessment

Consider the following data which pairs minutes of exercise with the number of hours of sleep. Compute the Pearson R coefficient using the data. Interpret the R coefficient. In narrative form, state if you believe the relationship between the variables is positive or negative, strong or weak.

Compute the linear regression line using the same data, clearly stating the steps you used to find the slope and y-intercept of the line. Plot the original data along with the linear regression line. Do you think the line is a good representation of the data? Using the linear regression line, predict the hours of sleep if a person exercised for 45 minutes. Does your prediction seem reasonable? Use the coefficient of determination to support your line of reasoning.

Minutes of Exercise	Hours of Sleep
20	7
30	6
40	8
50	9
60	8
70	8

$$r = \frac{\sum XY - \frac{\sum X \sum Y}{N}}{\sqrt{\left(\sum X^2 - \frac{(\sum X)^2}{N}\right)\left(\sum Y^2 - \frac{(\sum Y)^2}{N}\right)}}$$
$$m = \frac{\sum XY - \frac{\sum X \sum Y}{N}}{\sum X^2 - \frac{(\sum X)^2}{N}} \quad b = \bar{Y} - m\bar{X}$$

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Eastern New Mexico University
Department	Mathematics
Course Number, Title, Credits	MATH 1350, Introduction to Statistics, 4
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	No
Name and Title of Contact Person	Dr. Regina Aragon, Chair of Mathematical Sciences
Email and Phone Number of Contact Person	Regina.Aragon@enmu.edu 575-562-2328

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

MATH 1350, Introduction to Statistics

List all learning outcomes that are shared between course sections at your institution.

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

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

1. Explain the general concepts of statistics. a. Explain and evaluate statistics used in the real world (from a news article, research project, etc.). b. Use statistical vocabulary appropriately. c. Distinguish between descriptive and

inferential statistics. d. Distinguish between qualitative and quantitative data. e. Distinguish between populations and samples, and parameters and statistics. f. Give examples of independent and dependent variables. 2. Presentation and description of data. a. Present data graphically using histograms, frequency curves and other statistical graphs. b. Interpret graphs of data, including histograms and shapes of distributions. 3. Summarize data using measures of central tendency and variation. a. Calculate and interpret the mean, median, and mode to describe data. b. Calculate and interpret range, variance, and standard deviation to describe data. 4. Present the concepts of probability. a. Interpret basic probabilities. b. Calculate probabilities using compound probability rules and the binomial distribution. c. Calculate probabilities using the standard normal distribution and relate them to areas under the curve. d. Determine if the binomial distribution can be approximated with the normal distribution. e. Describe the relationship between the sampling distribution and the population distribution. f. Use the central limit theorem to approximate the probability distribution and calculate probabilities. 5. Compute point and interval estimates. a. Determine the confidence interval for a parameter. b. Interpret the confidence level and margin of error. c. Determine whether a statistical technique is appropriate under stated conditions. 6. Perform hypothesis tests. a. Determine whether a statistical test is appropriate under stated conditions. b. Identify null and alternative hypothesis. c. Perform and interpret statistical tests (e.g. z-test, t-test, one-tailed and two-tailed, one-sample, two-sample) and determine whether data is statistically significant. d. State the conclusion of a hypothesis test. e. Interpret a p-value as compared to a significance level. f. Explain why a test can lead us to reject a null hypothesis, not accept one. g. Distinguish between Type I and Type II errors. 7. Analyze data using regression and correlation. a. Explain the difference between correlation and causation. b. Construct and interpret scatter plots. c. Calculate and interpret the linear correlation coefficient. d. Determine and use the equation of a least-squares regression line between two variables to make predictions. e. Interpret the meaning of the coefficient of determination. 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 institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

Students will communicate statistical findings orally in small group settings and will communicate mathematical findings in written form through homework assignments and exams. Communicating the results of a statistical analysis is fundamental to the science of data, called statistics. Without interpretation, statistical results are meaningless. Students are required to interpret statistical findings for a wide variety of applications. Written and oral communication includes, but is not limited to, identifying the fundamental elements of a descriptive or inferential statistical problem, communicating why certain statistical methods are valid or not, interpreting measures of central tendency and variation, interpreting probabilities, interpreting confidence interval estimations, interpreting results of hypothesis tests and interpreting the coefficients of correlation and determination. To successfully interpret statistical results, students must use correct statistical terminology, identify how the statistical problem was analyzed, show a logical progression of steps in using statistical formulas, and effectively communicate the results. Informally, written and oral communication skills are assessed through in-class problems and group work. Formally, written communication is assessed through a common final exam. The grading rubric for assessment of communication is included in the report.

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

Through class discussions, graded homework assignments, exams, and in-class problems and group work, students will develop their critical thinking skills. Students need exposure, explanation and repetition of a variety of problems in a variety of contexts to develop critical thinking skills in statistics. Faculty model critical thinking skills for their students through problem delineation, evidence acquisition and evaluation and drawing appropriate conclusions. Then, faculty assign problems to students so that they can develop their own critical thinking skills. First, students must learn how to delineate statistical problems. This includes identifying key words and identifying appropriate statistical analysis methods. Next, students must ensure all required conditions for the statistical analysis to be valid are met. Third, students must actually apply the necessary solution technique or formula or to develop a conclusion. Finally, this process also includes the ability to interpret the results and use critical thinking skills to compare results for different populations. Critical thinking skills are at the heart of every problem in a statistics course. The department assesses critical thinking skills informally through class discussions, in-class problems and group work. Formally, the department assesses critical thinking using a common departmental final exam. The grading rubric for assessment of critical thinking is included in the report.

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

In statistics, quantitative reasoning skills are extremely important. The course requires extensive use of formulas, which necessitate the need for students to represent numerical information symbolically. Additionally, mathematical symbols are an important part of representing compound events for finding probabilities and representing probability and sampling distributions. Graphical representation of data sets for determining patterns within a data set so that interpretations can be made is included, as well. Also of vital importance, and going hand-in-hand with critical thinking skills is the ability of students to use quantitative reasoning to analyze the validity of interpretations from statistical results that have already been made. Developing quantitative reasoning skills aids in success in conducting hypothesis tests and determining the validity of statistical claims that we are bombarded with through media. Statistics is an applied science, so applying appropriate quantitative modes to application problems is covered extensively in the course. Informally, faculty assess quantitative reasoning through group work, in-class problem solving exercises, homework, and chapter exams. Formally, faculty assess quantitative reasoning through a common departmental final exam. The grading rubric for assessment of quantitative reasoning is included in the report.

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 the outcomes of the third essential skill. 200 – 300 words.

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

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

E. Supporting Documents

☒ **Sample Course Rubric Attached** (recommended)

☒ **Sample Assessment Attached** (required)

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

Link to Institution's General Education Assessment Plan [Click here to enter text.](#)

This course meets institutional standards for general education.



Signature of Chief Academic Officer

1/23/19

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

MATH 1350 Assessment

Introduction to Statistics

Please enter the number of students who fall into each category. Please use number of students, not percents. You can submit a paper copy or enter your numbers in this spreadsheet.

Instructor: _____

Date: _____

Number of Students Assessed: _____

Essential Skill: Communication	Unacceptable	Acceptable	Target
<i>Genre and Medium Awareness, Application, and Versatility</i>	Students demonstrate major conceptual errors by incorrectly identifying statistical definitions or incorrectly interpreting a statistical application, using incorrect terminology.	Students can correctly identify statistical definitions or terminology, but minor errors are present when interpreting statistical applications.	Students correctly identify statistical definitions or terminology and correctly interpret statistical applications.
Final Exam Question 19a: Interpret the coefficient of correlation.			
<i>Strategies for Understanding and Evaluating Messages.</i>	Students demonstrate major conceptual errors by incorrectly identifying key terms that help students identify the appropriate model to use for a statistical application.	Students can correctly identify key terms to identify the appropriate model for a statistical application, but minor mathematical or conceptual errors are present when applying the model.	Students correctly identify key terms to identify and apply the appropriate model for a statistical application with no mathematical or conceptual errors.
Final Exam Question 5: Apply Chebyshev's Rule or the Empirical Rule, as appropriate, to a statistical application problem.			
Final Exam Question 15: Determine the appropriate sample size necessary to ensure a given confidence level and sampling error.			
<i>Evaluation and Production of Arguments.</i>	Students demonstrate major conceptual errors by incorrectly identifying the appropriate model or by not providing sufficient evidence for an inference in a statistical application.	Students can correctly identify the appropriate model, but minor mathematical or conceptual errors are present when providing the evidence or interpretation of a statistical application.	Students correctly identify the appropriate model, provide the necessary evidence to support a statistical inference and correctly interpret the inference of a statistical application.
Final Exam Question 14a: Construct a confidence interval for a population mean (small-sample).			
Final Exam Question 17b: Conduct a hypothesis test about a population proportion.			
Essential Skill: Critical Thinking	Unacceptable	Acceptable	Target
<i>Problem Setting.</i>	Students incorrectly identify the statistical formula or model needed to solve the problem or are unable to justify why the model is appropriate.	Students correctly identify the appropriate formula or model, but minor mathematical or conceptual errors are present.	Students correctly identify the appropriate mathematical formula or model with no mathematical or conceptual errors.
Final Exam Question 17a: Determine if the sample size is large enough to apply the statistical model for a hypothesis test about a population proportion.			
<i>Evidence Acquisition.</i>	Students incorrectly identify the correct statistical formula, model, or statistical theorem or incorrectly identify the necessary information needed to solve the problem.	Students correctly identify the correct statistical formula, model, or statistical theorem, but minor mathematical or conceptual errors are present in identifying the necessary information needed to solve the problem.	Students correctly identify the correct statistical formula, model, or statistical theorem and correctly identify all necessary information needed to solve the problem.
Final exam Question 9a: Use properties of discrete probability distributions to find a probability.			

Final exam Question 9a: Use properties of discrete probability distributions to find a probability.			
Final exam Question 12a: Use the Central Limit Theorem to correctly identify the sampling distribution of a sample mean.			
<i>Evidence Evaluation.</i>	Students use the incorrect statistical formula, theorem or model to solve the problem. Solutions lack sound mathematical logic or major mathematical or conceptual errors are present.	Students use the correct statistical formula or theorem or model to solve the problem, but minor mathematical, logical, or conceptual errors are present.	Students use the correct statistical formula, theorem, or model to solve the problem and all work is correct and logically sound.

Final Exam Question 9b: Find the mean and standard deviation of a discrete probability distribution.

Final Exam Question 12b: Use the sampling distribution of a sample mean to find a probability associated with the sample mean.

<i>Reasoning/Conclusion</i>	Students are unable to use sound mathematical reasoning to draw conclusions about a statistical application.	Minor mathematical or conceptual errors are present in reasoning or conclusions of statistical results.	Students demonstrate sound mathematical reasoning and conclusions of statistical results.
Final Exam Question 13c: Use critical thinking skills to determine how changes in confidence level impact confidence interval width.			
Final Exam Question 17c: Find a p-value for a hypothesis test and use it to compare to a given significance level to determine the conclusion of a hypothesis test.			
Essential Skill: Quantitative Reasoning	Unacceptable	Acceptable	Target
<i>Communication/Representation of Quantitative Information</i>	Students demonstrate major mathematical or conceptual errors when answering questions based on statistical information represented in graphs or tables.	Students demonstrate minor mathematical or conceptual errors when answering questions based on statistical information represented in graphs or tables.	Students correctly answer questions based on statistical information represented in graphs or tables.

Final Exam Question 4: Use a given pie chart to answer a statistical application problem.

Final Exam Question 7b: Use a contingency table to find a union probability.

<i>Application of Quantitative Models</i>	Students incorrectly identify and apply the appropriate model to solve the application problem and interpret the results. Major mathematical or conceptual errors are present.	Students correctly identify the appropriate model to solve the application problem, but minor mathematical or conceptual errors are present in the statistical analysis or interpretation.	Students correctly identify and apply the appropriate model to analyze and interpret the statistical application correctly.
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Final Exam Question 17b: Conduct a hypothesis test about a population proportion.

Final Exam Question 18: Determine the least squares prediction equation for two variables and use it to interpret the slope in context.

Final exam Question 12a: Use the Central Limit Theorem to correctly identify the sampling distribution of a sample mean.			
<i>Evidence Evaluation.</i>	Students use the incorrect statistical formula, theorem or model to solve the problem. Solutions lack sound mathematical logic or major mathematical or conceptual errors are present.	Students use the correct statistical formula or theorem or model to solve the problem, but minor mathematical, logical, or conceptual errors are present.	Students use the correct statistical formula, theorem, or model to solve the problem and all work is correct and logically sound.
Final Exam Question 9b: Find the mean and standard deviation of a discrete probability distribution. Final Exam Question 12b: Use the sampling distribution of a sample mean to find a probability associated with the sample mean.			
<i>Reasoning/Conclusion</i>	Students are unable to use sound mathematical reasoning to draw conclusions about a statistical application.	Minor mathematical or conceptual errors are present in reasoning or conclusions of statistical results.	Students demonstrate sound mathematical reasoning and conclusions of statistical results.
Final Exam Question 13c: Use critical thinking skills to determine how changes in confidence level impact confidence interval width.			
Final Exam Question 17c: Find a p-value for a hypothesis test and use it to compare to a given significance level to determine the conclusion of a hypothesis test.			

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CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Eastern New Mexico University-Roswell
Department	Math
Course Number, Title, Credits	STAT 1350 (STAT 213), Introduction to Statistics
Co-requisite Course Number and Title, if any	None
Is this application for your system (ENMU, NMSU, & UNM)?	No
Name and Title of Contact Person	Cory Cogdill
Email and Phone Number of Contact Person	cory.cogdill@roswell.enmu.edu 575-624-7241

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☒ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

STAT 213 (MATH 1350) Introduction to Statistics

List all learning outcomes that are shared between course sections at your institution.

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

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

1. Explain the general concepts of statistics. a. Explain and evaluate statistics used in the real world (from a news article, research project, etc.). b. Use statistical vocabulary appropriately. c. Distinguish between descriptive and

inferential statistics. d. Distinguish between qualitative and quantitative data. e. Distinguish between populations and samples, and parameters and statistics. f. Give examples of independent and dependent variables. 2. Presentation and description of data. a. Present data graphically using histograms, frequency curves and other statistical graphs. b. Interpret graphs of data, including histograms and shapes of distributions. 3. Summarize data using measures of central tendency and variation. a. Calculate and interpret the mean, median, and mode to describe data. b. Calculate and interpret range, variance, and standard deviation to describe data. 4. Present the concepts of probability. a. Interpret basic probabilities. b. Calculate probabilities using compound probability rules and the binomial distribution. c. Calculate probabilities using the standard normal distribution and relate them to areas under the curve. d. Determine if the binomial distribution can be approximated with the normal distribution. e. Describe the relationship between the sampling distribution and the population distribution. f. Use the central limit theorem to approximate the probability distribution and calculate probabilities. 5. Compute point and interval estimates. a. Determine the confidence interval for a parameter. b. Interpret the confidence level and margin of error. c. Determine whether a statistical technique is appropriate under stated conditions. 6. Perform hypothesis tests. a. Determine whether a statistical test is appropriate under stated conditions. b. Identify null and alternative hypothesis. c. Perform and interpret statistical tests (e.g. z-test, t-test, one-tailed and two-tailed, one-sample, two-sample) and determine whether data is statistically significant. d. State the conclusion of a hypothesis test. e. Interpret a p-value as compared to a significance level. f. Explain why a test can lead us to reject a null hypothesis, not accept one. g. Distinguish between Type I and Type II errors. 7. Analyze data using regression and correlation. a. Explain the difference between correlation and causation. b. Construct and interpret scatter plots. c. Calculate and interpret the linear correlation coefficient. d. Determine and use the equation of a least-squares regression line between two variables to make predictions. e. Interpret the meaning of the coefficient of determination.

Institution-specific Student Learning Outcomes

1. Students will demonstrate and apply concepts of a. Inter-quartile range, box-plots, stem-and-leaf plots. b. Combinations and permutations. c. The Poisson distribution. d. Chi-square distribution. e. Analysis of variance.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

By the end of this course students will explore the uses of math in everyday life and practice mathematical thinking to see the world from an analytical perspective. Spoken, written, and symbolic mathematical language will be used to solve a variety of problems through demonstration and practice. Students will be asked to share the skills they have developed through group learning activities that require that students talk to one another, applying and analyzing the thought processes necessary to solve complex problems. Students will present solutions to problems both orally and visually to one another to demonstrate other perspectives for visualizing content. At the end of each class, students will take 3-5 minutes each to explain a concept or problem similar to that which was presented in class. There will be two groups and each person will explain a specific concept or problem similar to one presented in lecture to one person. After the time has expired, the next person will demonstrate and explain the solution to another problem presented by the instructor. This paired response should stimulate important discussions and help students who are struggling to see concepts from a different perspective. At the end of the discussion time,

we will survey students and record the number of correct answers that followed the discussion. This record will be submitted to our Gen. Ed program assessment committee for institutional skill assessment review.

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

By the end of this course students will be exposed to many statistical concepts that require them to use critical thinking. For example, when discussing normality, we look at real world applications of statistics such as the performance characteristics of weight loss supplements and pills and if they are truly effective. We also assess the normalcy of birthweights in newborn infants compared to the population norms. Through investigation, discussion, and discovery students are immersed in the topics of statistics. Assessment of these skills is primarily through the online learning tools developed by the publisher; however in-class discussion, and informal assessments are a valuable tool in assessing comprehension. Students will adopt new perspectives in problem solving. Sometimes students will work problems backwards knowing the solution in advance and then utilizing the computational and conceptual skills necessary to demonstrate mastery of the content. They will use logical reasoning and intuition to assess formal hypothesis testing and correlation. They will account for a variety of possible outcomes as they understand the variability in measurement and populations. All of these skills will be assessed through the online learning tools developed by the publisher to get credit for the homework. In addition, they will be assessed by chapter tests on the skills developed throughout the semester. Finally, students will be assessed for critical thinking skills at the end of the course by means of a final exam that covers content and skills developed throughout the semester. The learning outcomes vary from chapter to chapter but critical thinking is the basis for statistics and problem solving.

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

By the end of this course students will have to demonstrate a mastery of a variety of quantitative skills related to measures of center, graphical representation of data, proper and improper sampling techniques, normality assessment, frequency distributions, confidence intervals, formal hypothesis testing and linear correlation. For example, when determining if a hypothesis is supported by the data, one must first determine if the data set is large enough or if the data comes from a normally distributed population, then they must find the mean and standard deviation, then they can find the z score and determine what percentile the data represents. If the data is rare or unlikely to occur by chance then they can often support their hypothesis, that the data is outside of the norm. These results are then recorded and communicated in a meaningful manner in a non-technical way. These skills are important in many areas outside of mathematics and can be used in the medical field, psychology, government, business, risk assessment, etc. The way in which these skills are assessed are primarily through formal summative assessments at the end of chapters or modules; however there are opportunities for growth via the online learning tools developed by the publisher via the homework assignments. Pearson's MyMathLab is designed to assess learning while providing opportunity for growth without penalty via the "View Example" tools in the homework assignments. These tools within the software explain step by step a solution, as students build the skills to properly demonstrate mastery on chapter tests. Once a student is satisfied with a homework score of 80% or better they are more likely able to pass the chapter tests at 70% or better. In addition to homework and chapter tests, learning is assessed through a comprehensive final exam.

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

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

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

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

E. Supporting Documents

☐ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

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

Link to Institution's General Education Assessment Plan [Click here to enter text.](#)

This course meets institutional standards for general education.

For Ken McGuire - Shawn P. ...
Signature of Chief Academic Officer *President, NMCC*

1/7/19
Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Exam

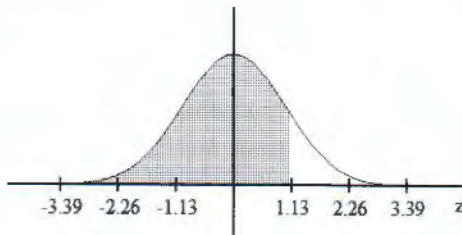
Name _____

MULTIPLE CHOICE. Choose the one alternative that best completes the statement or answers the question.

Find the area of the shaded region. The graph depicts the standard normal distribution with mean 0 and standard deviation 1.

1)

1) _____



A) 0.8708

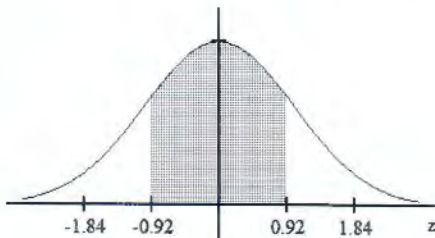
B) 0.8485

C) 0.8907

D) 0.1292

2)

2) _____



A) 0.3576

B) 0.1788

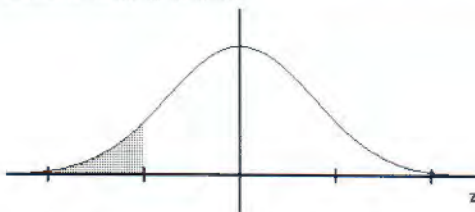
C) 0.6424

D) 0.8212

Find the indicated z score. The graph depicts the standard normal distribution with mean 0 and standard deviation 1.

3) Shaded area is 0.0901.

3) _____



A) -1.39

B) -1.34

C) -1.26

D) -1.45

4) Shaded area is 0.0694.

4) _____



A) 1.39

B) 1.48

C) 1.26

D) 1.45

The Precision Scientific Instrument Company manufactures thermometers that are supposed to give readings of 0°C at the freezing point of water. Tests on a large sample of these thermometers reveal that at the freezing point of water, some give readings below 0°C (denoted by negative numbers) and some give readings above 0°C (denoted by positive numbers). Assume that the mean reading is 0°C and the standard deviation of the readings is 1.00°C . Also assume that the frequency distribution of errors closely resembles the normal distribution. A thermometer is randomly selected and tested. Find the temperature reading corresponding to the given information. (2 Questions below)

5) Find P_{40} , the 40th percentile.

- A) 0.25° B) -0.25° C) 0.57° D) -0.57°

5) _____

Find the indicated value.

6) $z_{0.02}$

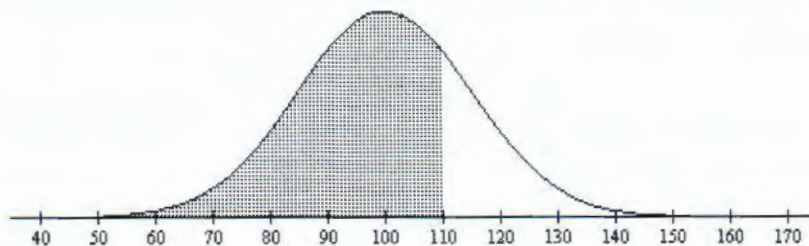
- A) 1.78 B) 1.99 C) 2.72 D) 2.05

6) _____

Provide an appropriate response.

7) Find the area of the shaded region. The graph depicts IQ scores of adults, and those scores are normally distributed with a mean of 100 and a standard deviation of 15 (as on the Wechsler test).

7) _____



- A) 0.8051 B) 0.7486 C) 0.6293 D) 0.4400

Solve the problem. Round to the nearest tenth unless indicated otherwise.

8) A bank's loan officer rates applicants for credit. The ratings are normally distributed with a mean of 200 and a standard deviation of 50. Find P_{60} , the score which separates the lower 60% from the top 40%.

8) _____

- A) 187.5 B) 211.3 C) 212.5 D) 207.8

Assume that X has a normal distribution, and find the indicated probability.

9) The mean is $\mu = 60.0$ and the standard deviation is $\sigma = 4.0$.

9) _____

Find the probability that X is less than 53.0.

- A) 0.0802 B) 0.0401 C) 0.9599 D) 0.5589

Solve the problem.

10) The weights of the fish in a certain lake are normally distributed with a mean of 19 lb and a standard deviation of 6. If 4 fish are randomly selected, what is the probability that the mean weight will be between 16.6 and 22.6 lb?

10) _____

- A) 0.6730 B) 0.0968 C) 0.4032 D) 0.3270

Estimate the indicated probability by using the normal distribution as an approximation to the binomial distribution.

11) With $n = 18$ and $p = 0.30$, estimate $P(6)$.

11) _____

- A) 0.8513 B) 0.1239 C) 0.1015 D) 0.1958

Find the indicated critical z value.

12) Find the critical value $z_{\alpha/2}$ that corresponds to a 94% confidence level.

12) _____

- A) 1.555 B) 1.88 C) 1.96 D) 2.75

Express the confidence interval using the indicated format.

- 13) Express the confidence interval $0.047 < p < 0.507$ in the form of $\hat{p} \pm E$. 13) _____
 A) 0.277 ± 0.23 B) $0.277 - 0.23$ C) 0.23 ± 0.5 D) 0.277 ± 0.5

Assume that a sample is used to estimate a population proportion p . Find the margin of error E that corresponds to the given statistics and confidence level. Round the margin of error to four decimal places.

- 14) 95% confidence; $n = 320$, $x = 60$ 14) _____
 A) 0.0428 B) 0.0514 C) 0.0449 D) 0.0385

Use the given degree of confidence and sample data to construct a confidence interval for the population proportion p .

- 15) $n = 125$, $x = 72$; 90% confidence 15) _____
 A) $0.502 < p < 0.650$ B) $0.503 < p < 0.649$
 C) $0.506 < p < 0.646$ D) $0.507 < p < 0.645$

Use the given data to find the minimum sample size required to estimate the population proportion.

- 16) Margin of error: 0.04; confidence level: 94%; \hat{p} and \hat{q} unknown 16) _____
 A) 553 B) 587 C) 572 D) 486

Use the given degree of confidence and sample data to construct a confidence interval for the population proportion p .

- 17) $n = 51$, $x = 27$; 95% confidence 17) _____
 A) $0.391 < p < 0.667$ B) $0.413 < p < 0.645$
 C) $0.392 < p < 0.666$ D) $0.414 < p < 0.644$

- 18) A survey of 865 voters in one state reveals that 408 favor approval of an issue before the legislature. Construct the 95% confidence interval for the true proportion of all voters in the state who favor approval. 18) _____
 A) $0.438 < p < 0.505$ B) $0.435 < p < 0.508$
 C) $0.444 < p < 0.500$ D) $0.471 < p < 0.472$

Use the confidence level and sample data to find a confidence interval for estimating the population μ . Round your answer to the same number of decimal places as the sample mean.

- 19) A random sample of 105 light bulbs had a mean life of $\bar{x} = 441$ hours with a standard deviation of $\sigma = 40$ hours. Construct a 90% confidence interval for the mean life, μ , of all light bulbs of this type. 19) _____
 A) $432 \text{ hr} < \mu < 450 \text{ hr}$ B) $431 \text{ hr} < \mu < 451 \text{ hr}$
 C) $433 \text{ hr} < \mu < 449 \text{ hr}$ D) $435 \text{ hr} < \mu < 447 \text{ hr}$

Use the given information to find the minimum sample size required to estimate an unknown population mean μ .

- 20) How many women must be randomly selected to estimate the mean weight of women in one age group. We want 90% confidence that the sample mean is within 3.7 lb of the population mean, and the population standard deviation is known to be 28 lb. 20) _____
 A) 155 B) 153 C) 221 D) 156

Assume that a sample is used to estimate a population mean μ . Use the given confidence level and sample data to find the margin of error. Assume that the sample is a simple random sample and the population has a normal distribution. Round your answer to one more decimal place than the sample standard deviation.

- 21) 99% confidence; $n = 201$; $\bar{x} = 276$; $s = 75$ 21) _____
 A) 16.0 B) 10.5 C) 12.4 D) 13.8

Express the null hypothesis and the alternative hypothesis in symbolic form. Use the correct symbol (μ , p , σ) for the indicated parameter.

- 22) Carter Motor Company claims that its new sedan, the Libra, will average better than 26 miles per gallon in the city. Use μ , the true average mileage of the Libra. 22) _____
- A) $H_0: \mu = 26$ B) $H_0: \mu > 26$ C) $H_0: \mu < 26$ D) $H_0: \mu = 26$
 $H_1: \mu < 26$ $H_1: \mu \leq 26$ $H_1: \mu \geq 26$ $H_1: \mu > 26$

Use the given degree of confidence and sample data to construct a confidence interval for the population mean μ . Assume that the population has a normal distribution.

- 23) $n = 12$, $\bar{x} = 28.3$, $s = 4.8$, 99% confidence 23) _____
- A) $24.00 < \mu < 32.60$ B) $24.01 < \mu < 32.59$
C) $24.53 < \mu < 32.07$ D) $23.91 < \mu < 32.69$

Assume that the data has a normal distribution and the number of observations is greater than fifty. Find the critical z value used to test a null hypothesis.

- 24) $\alpha = 0.09$ for a right-tailed test. 24) _____
- A) ± 1.96 B) 1.34 C) 1.96 D) ± 1.34
- 25) $\alpha = 0.1$ for a two-tailed test. 25) _____
- A) ± 1.4805 B) ± 2.052 C) ± 2.33 D) ± 1.645

Find the value of the test statistic z using $z = \frac{\hat{p} - p}{\sqrt{\frac{pq}{n}}}$.

- 26) The claim is that the proportion of drowning deaths of children attributable to beaches is more than 0.25, and the sample statistics include $n = 681$ drowning deaths of children with 30% of them attributable to beaches. 26) _____
- A) -3.01 B) -2.85 C) 3.01 D) 2.85

Use the given information to find the P -value. Also, use a 0.05 significance level and state the conclusion about the null hypothesis (reject the null hypothesis or fail to reject the null hypothesis).

- 27) The test statistic in a right-tailed test is $z = 0.52$. 27) _____
- A) 0.3015; reject the null hypothesis B) 0.0195; reject the null hypothesis
C) 0.6030; fail to reject the null hypothesis D) 0.3015; fail to reject the null hypothesis

Formulate the indicated conclusion in nontechnical terms. Be sure to address the original claim.

- 28) An entomologist writes an article in a scientific journal which claims that fewer than 12 in ten thousand male fireflies are unable to produce light due to a genetic mutation. Assuming that a hypothesis test of the claim has been conducted and that the conclusion is to reject the null hypothesis, state the conclusion in nontechnical terms. 28) _____
- A) There is not sufficient evidence to support the claim that the true proportion is less than 12 in ten thousand.
B) There is sufficient evidence to support the claim that the true proportion is greater than 12 in ten thousand.
C) There is sufficient evidence to support the claim that the true proportion is less than 12 in ten thousand.
D) There is not sufficient evidence to support the claim that the true proportion is greater than 12 in ten thousand.

Find the critical value or values of χ^2 based on the given information.

29) $H_1: \sigma > 3.5$

29) _____

$n = 14$

$\alpha = 0.05$

A) 5.892

B) 23.685

C) 24.736

D) 22.362

Determine whether the hypothesis test involves a sampling distribution of means that is a normal distribution, Student t distribution, or neither.

30) Claim: $\mu = 981$. Sample data: $n = 24$, $\bar{x} = 972$, $s = 26$. The sample data appear to come from a normally distributed population with $\sigma = 28$.

30) _____

A) Neither

B) Normal

C) Student t

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CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	New Mexico Junior College
Department	Mathematics
Course Number, Title, Credits	MATH 1350, Statistics, 3
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Shyla McGill, Professor of Mathematics
Email and Phone Number of Contact Person	smcgill@nmjc.edu , 575-492-2819

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS ☒ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

MATH 1350, Introduction to Statistics

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes

CCNS outcomes listed here will replace NMJC's specific course outcomes as of Fall 2019:

1. Explain the general concepts of statistics: a. Explain and evaluate statistics used in the real world (from a news article, research project, etc.). b. Use statistical vocabulary appropriately. c. Distinguish between descriptive and

inferential statistics. d. Distinguish between qualitative and quantitative data. e. Distinguish between populations and samples, and parameters and statistics. f. Give examples of independent and dependent variables.

2. Presentation and description of data: a. Present data graphically using histograms, frequency curves and other statistical graphs. b. Interpret graphs of data, including histograms and shapes of distributions.

3. Summarize data using measures of central tendency and variation: a. Calculate and interpret the mean, median, and mode to describe data. b. Calculate and interpret range, variance, and standard deviation to describe data.

4. Present the concepts of probability: a. Interpret basic probabilities. b. Calculate probabilities using compound probability rules and the binomial distribution. c. Calculate probabilities using the standard normal distribution and relate them to areas under the curve. d. Determine if the binomial distribution can be approximated with the normal distribution. e. Describe the relationship between the sampling distribution and the population distribution. f. Use the central limit theorem to approximate the probability distribution and calculate probabilities.

5. Compute point and interval estimates: a. Determine the confidence interval for a parameter. b. Interpret the confidence level and margin of error. c. Determine whether a statistical technique is appropriate under stated conditions.

6. Perform hypothesis tests: a. Determine whether a statistical test is appropriate under stated conditions. b. Identify null and alternative hypothesis. c. Perform and interpret statistical tests (e.g. z-test, t-test, one-tailed and two-tailed, one-sample, two-sample) and determine whether data is statistically significant. d. State the conclusion of a hypothesis test. e. Interpret a p-value as compared to a significance level. f. Explain why a test can lead us to reject a null hypothesis, not accept one. g. Distinguish between Type I and Type II errors.

7. Analyze data using regression and correlation: a. Explain the difference between correlation and causation. b. Construct and interpret scatter plots. c. Calculate and interpret the linear correlation coefficient. d. Determine and use the equation of a least-squares regression line between two variables to make predictions. e. Interpret the meaning of the coefficient of determination.

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

1. Distinguish and give examples of the 4 levels of Measurement.
2. Generate and use the Five Number Summary in Box Plots.
3. Introduction to various sampling techniques and experimental designs.
4. Explain the value of the Coefficient of Variation.
5. Explain and demonstrate the difference between biased and unbiased estimators.
6. Look at the probability of a Type I vs Type II error.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

Statistics develops mathematical communication through building a knowledge of the strengths and weaknesses of various graphs, the intricate meaning of terminology as it relates to statistics, and learning the common notation of the discipline. Statistics is a relatively new discipline, designed to help humanity make better decisions. This course begins the study of the tools available to a statistician along with the respective level of confidence we can rely on these tools.

Students develop their knowledge of statistical designs, sampling processes, probability and how it relates to common distributions. This knowledge is then applied to creating Confidence intervals and making Hypothesis tests. This is done by looking at real life situations, pulling out the needed information, deciding what is relevant and what is not

relevant to the question, and working out the problem to come to a conclusion by way of statistical methods that they can state in their own words. Students also learn to understand the Regression Model, what it does and what the limitations are.

Statistics are everywhere, you can't read a label on a product or watch television without coming face to face with statistics. This course helps make those experiences more interesting and valuable to the students coming out of this class.

This is assessed through the critical thinking test, when the student must articulate their decision in paragraph form without using the phrases: null Hypothesis, alternative hypothesis, P value, Critical point or significance level. It must be in layman terms and address the substance of the scenario. (Sample assessment, items 10 and 11)

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

Statistics builds critical thinking skills by forcing students to begin by applying their knowledge of central tendency, dispersion to probability, apply that understanding to various distributions and further adapt that accumulated experience and discoveries to develop confidence intervals, hypothesis tests and models of regression. When given too much information, students will be forced to determine what is useful and what is not, determine what parameter is needed and distribution to use. We will find multiple ways of making our decision in hypothesis testing, using P values or Critical points. We will look at scatter plots and visually estimate the Correlation Coefficient, the regression line, calculate the regression line using estimates of mean and standard deviation as well as precise calculations, and compare our results.

These skills will be assessed through free answer tests in proctored situations, where they must justify their answers; free hand tests at home, where students may collaborate but must defend their answers; and on line assessments. Sample assessment attached.

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

Statistics develops quantitative reasoning through drawing the normal curve and making a prediction of what range the value should be, then calculating and determining if everything agrees. Students must plot all the pertinent information and calculated values of a confidence interval, Hypothesis test and Regression line, to demonstrate they know what the values pertain to, where they belong in the scheme of the problem and what exactly they define. Then students state the decision their work supports. This is quantitative reasoning in action.

This is assessed through the Regression Project where students are given two scatter plots, one with a positive correlation coefficient and one with a negative correlation coefficient. They must estimate the mean and standard deviation for two linear regression models applying midrange and empirical rule. After estimating the correlation coefficient based on samples of scatter plots, the student must use formulas for line equations with means estimated by midrange and the slopes equal to the ratio of standard deviation of y divided by standard deviation of x (with consideration for the correct sign). Then as a class, we compare that regression line to the regression equation calculations derived directly from the ordered pairs of data and analyze any contrast.

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 the outcomes of the third essential skill. 200 – 300 words.

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

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

E. Supporting Documents

☐ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

F. 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

NMJC's assessment process equates General Education Assessment to Departmental Assessment. Courses and Faculty are organized according to general education content areas for assessment reporting. The following points define basic principles and steps of assessment of student learning. Faculty within each department/content area work together to create detailed plans fitting their unique area or courses.

- As of fall 2019 faculty members of each department (content area) adopt the set of student learning outcomes from the Common Course Numbering System accepted by NMHED. At least one of the outcomes should be clearly noted as correlated to an established institutional outcome. Professors implement assessment methods in courses to provide data for the respective department/content area and institutional outcome/essential skill.
- Each department submits a report of assessment activities reflecting all courses within the department. Departmental assessment reports are reviewed by the dean, the assessment coordinator and the vice president for instruction.
- Institutional assessment is a combination of applicable portions of departmental reports and standardized test results to document and track NMJC's overall student success.

This course meets institutional standards for general education.



Signature of Chief Academic Officer

1/15/2019

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

A county is considering raising the speed limit on a road because they claim that the mean speed of vehicles is greater than 45 miles per hour. A random sample of 25 vehicles has a mean speed of 48 miles per hour and a variance of 225 miles per hour. At a 5% level of significance, do you have enough evidence to support the county's claim? You must show work or justify/explain your thinking process to arrive at your answer where ever possible.

1. What is the Claim? 9 points
 - a. Claim is
 - b. Is this a proportion test or a mean test?
 - c. Will you use Normal or Student T distribution?
2. What are the Hypotheses? 4 points
3. What is/are the sample statistic(s)? 10 points
4. What is the test statistic? 8 points
5. What is the critical value? 8 points
6. Translate the critical value into a speed in miles per hour. 8 points

NAME? _____

7. What is Alpha? 3 points
8. What is the P-value? 10 points
9. Draw a graph labeling all values cited previously in this test. Label carefully so that it is crystal clear to me if something is a point on the horizontal axis or an area under the curve. Means, Test Statistics, Critical points both as X 's and as the translated T or Z value. P value, alpha, rejection region, EVERYTHING! 15 points
10. What is your decision? Write a paragraph as if you were going to publish your findings in the local newspaper. Do NOT use the following expressions: null hypothesis, alternative hypothesis, P value, critical point or significance level. Define the situation in terms of speed intervals in the problem. 15 points
11. Is it possible that you made an error? If so, is it a type one or a type two error, why? Do we know anything about the probability of making this error?

NEW MEXICO HIGHER EDUCATION DEPARTMENT

SUSANA MARTINEZ
GOVERNOR



DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	New Mexico Highlands University
Department	Department of Computer and Mathematical Sciences
Course Number, Title, Credits	MATH 145, Introduction to Statistics, 3 Credit Hours
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Dr. John Jeffries, Chair
Email and Phone Number of Contact Person	jjeffries@nmhu.edu 505-454-3480

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

MATH 1350 Introduction to Statistics

List all learning outcomes that are shared between course sections at your institution.

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

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

1. Explain the general concepts of statistics. a. Explain and evaluate statistics used in the real world (from a news article, research project, etc.). b. Use statistical vocabulary appropriately. c.

Distinguish between descriptive and inferential statistics. d. Distinguish between qualitative and quantitative data. e. Distinguish between populations and samples, and parameters and statistics. f. Give examples of independent and dependent variables. 2. Presentation and description of data. a. Present data graphically using histograms, frequency curves and other statistical graphs. b. Interpret graphs of data, including histograms and shapes of distributions. 3. Summarize data using measures of central tendency and variation. a. Calculate and interpret the mean, median, and mode to describe data. b. Calculate and interpret range, variance, and standard deviation to describe data. 4. Present the concepts of probability. a. Interpret basic probabilities. b. Calculate probabilities using compound probability rules and the binomial distribution. c. Calculate probabilities using the standard normal distribution and relate them to areas under the curve. d. Determine if the binomial distribution can be approximated with the normal distribution. e. Describe the relationship between the sampling distribution and the population distribution. f. Use the central limit theorem to approximate the probability distribution and calculate probabilities. 5. Compute point and interval estimates. a. Determine the confidence interval for a parameter. b. Interpret the confidence level and margin of error. c. Determine whether a statistical technique is appropriate under stated conditions. 6. Perform hypothesis tests. a. Determine whether a statistical test is appropriate under stated conditions. b. Identify null and alternative hypothesis. c. Perform and interpret statistical tests (e.g. z-test, t-test, one-tailed and two-tailed, one-sample, two-sample) and determine whether data is statistically significant. d. State the conclusion of a hypothesis test. e. Interpret a p-value as compared to a significance level. f. Explain why a test can lead us to reject a null hypothesis, not accept one. g. Distinguish between Type I and Type II errors. 7. Analyze data using regression and correlation. a. Explain the difference between correlation and causation. b. Construct and interpret scatter plots. c. Calculate and interpret the linear correlation coefficient. d. Determine and use the equation of a least-squares regression line between two variables to make predictions. e. Interpret the meaning of the coefficient of determination. 8. Additional topics. a. Inter-quartile range, box-plots, stem-and-leaf plots. b. Combinations and permutations. c. The Poisson distribution.

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

In this course, during the lecture, students will be asked questions and will be expected to state their answer and explain it. Also, they are encouraged to ask questions and share their ideas. On the exams and assignments, students will write a concise paragraph to interpret the result of their computation and/or statistical analysis. In addition, students are assigned to find an article where statistical methods are used online or in publication. They will identify key elements such as the statistical methods and sampling techniques used in the research. They will determine if a follow-up study can be done and, if so, how they would conduct the follow-up study. They will make a report and present it, to their peers, both orally and with the use of visual aids. Students will ask questions and make comments on each other's presentation.

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

In this course, students will learn statistical definitions and will be able to identify and distinguish them. Students will learn different sampling techniques, and they will also learn how to choose the appropriate one for their statistical study. They will compute the mean, median, and mode and choose the appropriate parameter to represent the center of the data. Students will learn the concepts of basic probability, independent events, mutually exclusive events, and conditional probability. They will apply the appropriate rules and formula to everyday probability problems and interpret the results. They will learn when to use different hypothesis tests (z-test, t-test, two-sample t-test, and more). They will learn how to determine the conclusion of a hypothesis test using sample data. Students will learn how to set up null and alternative hypotheses, which statistical test to use for hypothesis tests, and how to perform the test. They will state the conclusion of the test and their reasoning of why the test can lead us to reject or fail to reject the null hypothesis.

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

Students will learn to compute and interpret the linear correlation coefficient, the coefficient of determination, and the standard error of estimate in linear regression. Student will choose appropriate sampling techniques and the minimum sample size required for a hypothesis test. They will learn to classify different types of data (qualitative, and quantitative) and different levels of data (nominal, ordinal, interval, and ratio.) They will learn how to make various charts and graphs (e.g., histogram, pie-chart, bar-graph) and know which is the most appropriate for the data. They will learn how to construct a frequency distribution and a stem-leaf display. Students will understand the concept of Type I and Type II errors, and the consequences and significance of these errors. Students will compute observed values and compare them with critical values. In addition, they will determine the p-value and compare it to the level of significance.

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 the outcomes of the third essential skill. 200 – 300 words.

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

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

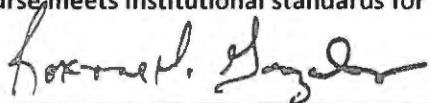
E. Supporting Documents

☐ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

F. 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 meets institutional standards for general education.



Signature of Chief Academic Officer

12/07/18

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Introduction to Statistics

Communication sample assessment

Students will find an article where statistical methods are used. Students are encouraged to find an article that is current, compelling, and relevant. The students will then write a summary report where they identify key elements such as the statistical methods, and sampling techniques. They will determine if a follow-up study can be conducted and if so, how they would conduct the follow-up study. After writing this report, they will prepare an oral presentation. In class, they will give their presentation using visual aids, where their peers ask questions and give comments.

Critical Thinking sample assessment

1. The scores of the top ten finishers in a recent golf tournament are listed below.
1. 67 67 72 76 72 73 68 72 72
Find the following: Mean score, median score, mode, range of scores, and population variance
2. Sixty-three percent of U.S. adults oppose special taxes on junk food and soda. You randomly select 10 U.S. adults.
 - a) Find the probability that the number of U.S. adults who oppose special taxes on junk food and soda is exactly six.
 - b) Find the mean and standard deviation of the binomial distribution of sample of 10 U.S. adults.
3. A company claims that the mean battery life of their MP3 player is at least 30 hours. You suspect this claim is incorrect and find that a random sample of 18 MP3 players has a mean battery life of 28.5 hours and a standard deviation of 1.7 hours. Is there enough evidence to reject the claim at $\alpha = 0.01$?
4. A personnel director from Hawaii claims that the mean household income is the same in Kauai County and Maui County. In Kauai County, a sample of 18 residents has a mean house hold income of \$56,900 and a standard deviation of \$12,100. In Maui County, a sample of 20 residents has a mean household income of \$57,800 and a standard deviation of \$8000. At $\alpha = 0.10$, can you reject the personnel director's claim? Assume the population variances are not equal.

Quantitative Reasoning sample assessment

1. Use the given frequency distribution to find
 - a) class width
 - b) class midpoint of the first class
 - c) relative frequency
 - d) cumulative frequency.

Class	Frequency, f	Relative Frequency	Cumulative frequency
50 – 52	6		
53 – 55	8		
56 – 58	12		
59 - 61	13		
62 - 64	11		

2. The monthly rents for studio apartments in a certain city have a mean of \$920 and a standard deviation of \$190. Random samples of size 30 are drawn from the population. Find the mean and standard error of the sample means.
3. Assume that the heights of men are normally distributed with a mean of 69.0 inches and a standard deviation of 2.8 inches. If 64 men are randomly selected, find the probability that they have a mean height between 68 and 70 inches.
4. A humane society claims that 30% of U.S. households own a cat. In a random sample of 200 U.S. households, 72 say they own a cat. At $\alpha = 0.05$, is there enough evidence to reject the society's claim? Use p-value method.

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution **Western New Mexico University**
Department **Mathematics and Computer Science**
Course Number, Title, Credits **MATH 1350 Introduction to Statistics (3)**
Co-requisite Course Number and Title, if any
Is this application for your system (ENMU, NMSU, & UNM)?
Name and Title of Contact Person **Dr. Nancy Livingston, Associate
Professor of Math & Computer Science**
Email and Phone Number of Contact Person
nancy.livingstonpotter@wnmu.edu (575) 538 - 6788

Was this course previously part of the general education curriculum?

☐ Yes ☒ No

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

MATH 1350 Introduction to Statistics

List all learning outcomes that are shared between course sections at your institution.

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

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

From the Common Course SLOs the following are shared among all course sections at WNMU:

Shared Student Learning Outcomes

1. Explain the general concepts of statistics.
 - a. Explain and evaluate statistics used in the real world (from a news article, research project, etc.).
 - b. Use statistical vocabulary appropriately.
 - c. Distinguish between descriptive and inferential statistics.
 - d. Distinguish between qualitative and quantitative data.
 - e. Distinguish between populations and samples, and parameters and statistics.
 - f. Give examples of independent and dependent variables.
2. Presentation and description of data.
 - a. Present data graphically using histograms, frequency curves and other statistical graphs.
 - b. Interpret graphs of data, including histograms and shapes of distributions.
3. Summarize data using measures of central tendency and variation.
 - a. Calculate and interpret the mean, median, and mode to describe data.
 - b. Calculate and interpret range, variance, and standard deviation to describe data.
4. Present the concepts of probability.
 - a. Interpret basic probabilities.
 - b. Calculate probabilities using compound probability rules and the binomial distribution.
 - c. Calculate probabilities using the standard normal distribution and relate them to areas under the curve.
 - d. Describe the relationship between the sampling distribution and the population distribution.
 - e. 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) 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.
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.
8. Optional topics.
 - a. Inter-quartile range, box-plots, stem-and-leaf plots.
 - b. Combinations and permutations

Institution-specific Student Learning Outcomes
<p>Data manipulation, visual representations of data, calculation of statistical measures and data analyses are conducted by students using technology, including Excel and the open source statistical software RStudio.</p> <p>There is also special emphasis in interpretation of Conditional Probability: Students Learn how to read reaseach articles and recognize which statements translate into conditional probability as opposed to marginal probaility. Students also learn how to take contingency tables and represent them in the form of a tree diagram and vice versa.</p>

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

In this course, students communicate in a variety of genres and media. They learn about different data types and perform problems requiring them to distinguish among them. They learn how to understand graphs and charts to describe data, and they use technology to construct these graphs and a written report to explain them. They learn how to compute statistical measures of central tendency and variability by evaluating formulae and using technology, and they perform problems requiring them to apply this knowledge in real-world setting. They learn how to compute and interpret a probability by evaluating formulae using numerical methods and technology and demonstrate these results using short paragraph descriptions. They learn how to compute probabilities using discrete probability distributions and the normal distribution by using technology and tables, and they perform problems requiring them to complete these computations. They collect data from performing a simple probability experiment and communicate results about the data numerically and verbally in a short report. They learn the sampling methods commonly employed, and they learn how to apply the Central Limit Theorem to them by performing problems related to the real-world and computer experiment visualizations, which they must then communicate results in a short written report. They describe and evaluate a statistical study or poll as presented in the popular press and complete a written report on their work. They perform hypothesis testing and summarize and evaluate arguments or procedures and report their conclusions in a short written paper.

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

In this course, students administer a basic probability experiment by gathering the data necessary from performing the experiment, evaluate the data by computing likelihood of outcomes, create a graph to visually display results and develop written conclusions about the relationship of their experiment to theoretical results. They also conduct or research a basic statistical study in which they define the population of interest and the goal of the study. They gather evidence by developing a questionnaire or other data collection plan and collecting data, doing their best to choose a sample representative of the population studied or they research and describe the methods utilized in a published study, evaluate evidence by presenting it visually in charts and graphs and calculating sample statistics, determine the existence of patterns in the data, and develop a conclusion based on their data. They also study a popular polling result reported in the news by determining the sampling method used, analyzing the margin of error reported and explaining reported conclusions. They also conduct a hypothesis test in which they create and administer the test, identify the hypothesis in question, perform the test using technology and determine conclusions and consequences of the test.

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

Students represent quantitative information using equations and formulas (examples: mean, median, mode, range, quartiles, inter quartile range, standard deviation, variance, z-score, probabilities of discrete and continuous models), graphs (examples: dot plots, stem-and-leaf displays, column and bar charts, histograms, boxplots, time series graphs, scatterplots), spreadsheets, and written language (examples: identifying patterns, categorizing histograms by peaks and direction of skew, describing center and variation, categorizing scatterplots by type and strength of correlation). In a written report, students analyze data collected from a sample, test the likelihood of the data being collected from a normal population, determine the likelihood of various outcomes using the normal distribution, and provide a written summary of their discoveries. Students also summarize a statistical study

including identifying the population and sample, the sampling method, the nature of the study (observational or experiment), the variables of interest and any possible confounding variables. They also critique the study considering possible bias in the sample or in the setting and wording of the survey and consider if the study presented its results fairly and achieved its goals. Students also perform a hypothesis test in which they must set up the hypothesis from a real-world description of the scenario, determine the possible outcomes, and report on the conclusions and consequences of the test results. They use formulas, spreadsheets, and graphs to analyze various scenarios, make estimations and predictions, interpret results, and state conclusions that they can apply to their own decision making and to judge validity of statistics reported in the news.

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 the outcomes of the third essential skill. 250 – 500 words.

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 the outcomes of the third essential skill. 250 – 500 words.

E. Supporting Documents (required).

☒ Syllabus Attached ☒ Sample Assessment Attached

Example assessments that accompany this application are:

- **Math1350 Examination**

This examination assesses student core competencies in using and solving various kinds of equations: computing the mean, percentiles, probabilities, and coefficient of variation. By writing an examination requiring solving equations and evaluating statistical measures, students essential skills in quantitative reasoning and critical thinking are utilized.

- **Math1350 Black Bear Study**

This written presentation assesses student core competencies in constructing and analyzing graphs and/or data sets: constructing a histogram and normal probability plot; understanding and writing mathematical explanations using appropriate definitions and symbols: computing the mean, standard deviation, percentiles, determining probabilities associated with the normal curve, and applying the empirical rule; and, demonstrating problem solving skills within the context of mathematical applications: comparing measures and evaluating their meaning in the context of real world phenomenon. Students must demonstrate the essential communication skill in preparing this study in writing, and the essential skills of quantitative reasoning and critical thinking in solving the real world problems asked about this dataset.

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

[Link to Institution's General Education Assessment Plan- WNMU GE Assessment Plan](#)

This course meets institutional standards for general education.



Signature of Chief Academic Officer

1/ 25/ 2019

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Math 321 T1 (Class) Last name _____ First _____

- 1) Your data is in F13 to F269. What should you type in EXCEL for 89th percentile?

- 2) Find the average water temperature using the suggested mixtures in table below.

Exp.	Volume (Gal)	Temperature (Deg)
------	----------------	---------------------

1	2	35
---	---	----

2	5	44
---	---	----

3	9	90
---	---	----

4	11	75
---	----	----

- 3) Translate each sentence below into probabilistic language.

a) If it is cloudy (C) there is 75% chance that it will rain (R)

b) The rate of suicide (S) among War Veterans (WV) is 15%

c) 65% of those with Hepatitis C (HC), tested Positive for Aids (PA).

d) 32% of Science Majors (S), also major in mathematics (M).

e) The chance of getting into a car accident (A) is 45% If you happen to run a red light. (RL).

4) Write your Statistics **Instructors email** below.

5) This problem is about testing for a disease. Find the indicated probabilities (or percentages) indicated below. D= disease, and ND= No Disease.

	Positive	Negative	Total
D	0.85	0.05	0.9
ND	0.02	0.08	0.10
Total	0.87	0.13	1.00

a) What Percentage of those who tested positive did not have the disease?

b) What is the chance of false negative?

c) If someone tests positive, what is the chance they have the disease?

6) Find Adrian's midterm Score, and Grade The sub scores were

TH1 TH2 TC1

12 15 14

7) Find the coefficient of variation using table below

Mean	116
Standard Error	2.002843309
Median	101
Mode	89
Standard Deviation	44
Sample Variance	2001.679278
Kurtosis	4.399640229
Skewness	1.941893983
Range	296
Minimum	55
Maximum	351
Sum	58244
Sample Size	499

Math 321 Black Bear Data Study (100 Points)

Use the data in the file **BearData.txt** for this assignment. The videos **Summing It Up I & II** will hopefully aid you in this study. The transcript of my work in RStudio that appears in the videos **Summing It Up I & II** is located in the file **RStudioSumUp**.



You are concerned with the variable **Neck.G**, which measures the Neck Girth of a black bear in the population studied in inches.

1. Make a probability plot of this variable (use `qqnorm()`). Notice that your plot is not too far from linear, i.e. the points seem to huddle around the line from lower left to upper right corner. So using the normal distribution is appropriate for this data set,
2. Compute the mean and standard deviation of the data set.
3. What is the average neck girth measurement?
4. Plot a histogram of the data set and add vertical lines at each of the mean, mean + s.d., mean – s.d., mean + 2*s.d., mean – 2*s.d.
5. Compute each of the quantities mean + s.d., mean – s.d., mean + 2*s.d., mean – 2*s.d. Explain what the empirical rule tells you about the meaning of each of them.
6. Compute the 10th, 50th and 90th percentiles. What meaning do they have?

7. Compute each of the following probabilities:
- a. Probability that a bear's neck girth is greater than 25 inches
 - b. Probability that a bear's neck girth is less than 15 inches
 - c. Probability that a bear's neck girth is between 18 and 29 inches.

Submit all graphs and responses to me in Canvas in a single word document. It will be most convenient to place your response to each question here after it and upload the edited file to me directly.





WESTERN
NEW MEXICO UNIVERSITY

Syllabus for MATH 1350 Introduction to Statistics

Professor:

Phone: 575-538-6788

Office Hours:

Office Location:

Email:

Common Course Catalog Description: Analysis and collections of data; measures of central tendency; measures of variability; standard error; standard scores; correlation predictive indices; measures of reliability; practical applications in mathematics, science, business, education, and social sciences. Prerequisites: MATH 1215, or equivalent. (NMCCN MATH 2113). (3)

Required Materials:

- Access to Chapters 1 – 6 from eText:

A FIRST COURSE IN

STATISTICS

TWELFTH EDITION

James T. McClave

Info Tech, Inc.

University of Florida

Terry Sincich

University of South Florida

Library of Congress Cataloging-in-Publication Data

McClave, James T.

A first course in statistics / James T. McClave, Info Tech, Inc., University of Florida, Terry Sincich, University of South Florida.—Twelfth edition.

pages cm

ISBN 978-0-13-408062-8 ((pbk.))

- Access to appropriate technology (Excel, RStudio Statistical Software)

Common Course Topics:

The topics in this course include most of the New Mexico Higher Education Department's General Education Core Competencies and Rationales. They include:

Core Competency & Rationale

Core Competency: Construct and analyze graphs and/or data sets.

- Organize data and display in frequency distribution and find percentile points and ranks for the distribution
- Graph data distributions using the correct format for graphs, to include: histograms, frequency polygons, box plots and scatter plots and draw appropriate inferences

Core Competency: Use and solve various kinds of equations.

- Compute mean, median, mode, and standard deviation
- Determine basic probabilities and probabilities associated with the standard normal curve
- Understand the binomial distribution and its properties
- Compute sampling distributions of sample means
- Compute the mean and standard deviation of sample means
- Calculate margin of error given sample size and sample size given margin of error
- Construct confidence intervals for population means and proportions
- Calculate test statistics

Core Competency: Understand and write mathematical explanations using appropriate definitions and symbols.

- Use Z-scores appropriately
- Construct probability distributions
- Write confidence intervals
- Understand the Central Limit Theorem and when to apply it
- Write null and alternate hypotheses
- Understand the concept of significance level and P values
- Apply the steps for inference/hypothesis testing
- Define parameters and statistic

Core Competency: Demonstrate problem solving skills within the context of mathematical applications.

- Determine appropriate methods to display data
- Compare measures using Z-scores
- Identify and analyze outliers
- Select appropriate sampling techniques
- Determine if random variables are continuous or discrete
- Choose and construct appropriate hypothesis tests for population means and proportions

Additional Course Instructional Objectives

Upon completion of this course, students will:

- Make connections among the algebraic, graphical, and numerical approaches to understanding quantitative data and evaluating numerical measures to describe the data.
- Use technology appropriately for understanding concepts and for solving problems that use statistical measures and probabilities.
- Improve their ability to communicate their understanding of quantitative material.
- Improve their ability to think quantitatively and become a critical consumer of statistical information by developing the ability to judge the reasonableness of claims about data using statistical methods

Assessments:

The following assessments will be used to determine if a student meets the core competency described above:

- Test/quiz questions
- Routine use of Classroom Assessment Technique (CAT): Student completes homework exercises from required etextbook material.
- Oral/Written presentation by student
- Research and presentation on a real-life problem analyzed/solved by using statistics

Example assessments accompany this syllabus and are:

- **Math1350 Examination**

This examination assesses student core competencies in using and solving various kinds of equations: computing the mean, percentiles, probabilities, and coefficient of variation.

- **Math1350 Black Bear Study**

This written presentation assesses student core competencies in constructing and analyzing graphs and/or data sets: constructing a histogram and normal probability plot;

understanding and writing mathematical explanations using appropriate definitions and symbols: computing the mean, standard deviation, percentiles, determining probabilities associated with the normal curve, and applying the empirical rule; and, demonstrating problem solving skills within the context of mathematical applications: comparing measures and evaluating their meaning in the context of real world phenomenon.

Assessment/Evaluation and Grading Scale:

Quizzes/Assignments/Homework Assignments/Projects: Worth 100% of the grade.

Grades: A: 90%-100%, B: 80%-89%, C: 70%-79%, D: 60%-69%, F: below 60%

Course and WNMU Policies for Students

Program Fee:

Starting with the Fall 2017 semester a program fee of \$2 per credit hour, charged to your WNMU account, is used to support program initiatives in mathematics and computer science. These include tutoring services, supplies, and software to support program courses.

Course Fee:

The course fee is used to purchase an access code that is then provided to each student in the course. When purchasing in bulk, the Department of Mathematics and Computer Science can often receive a per item price that is cheaper than paying for individual codes; these savings are then passed on to the student.

Disability Support Services: Services for students with disabilities are provided through the Student Health Center's Disability Support Services Office located in the Juan Chacon Building, Room 221. Some examples of the assistance provided are: audio materials for the blind or dyslexic, note takers, readers, campus guides, audio recorders, and a quiet testing area. In order to qualify for these services, documentation must be provided by certified health care professionals. Disability Support Services forms are available in the First Year Experience Office located in the Juan Chacon Building and in the Student Health Services Office in Muir Heights 111. The Disability Support Services Office serves as Western New Mexico University's liaison for students with disabilities. The Disability Support Services Office can be contacted by phone at (575) 538-6400 or e-mail at dss@wnmu.edu.

Communication Policy Statement regarding official email :WNMU's policy requires that all official communication be sent via Mustang Express. As a result, all emails related to your enrollment at WNMU and class communication – including changes in assignments and grades – will be sent to your wnmu.edu email address. It is very important that you access your Mustang Express e-mail periodically to check for correspondence from the University. **If you receive most of your email at a different address you can forward your messages from Mustang Express to your other address.**

Example: Martin Classmember was assigned a WNMU email address of classmember12@wnmu.edu but Martin would rather receive his emails at his home email address of martinclass@yahoo.com

Martin would follow the direction provided at <http://www.wnmu.edu/campusdocs/direction%20for%20forwarding%20email.htm>

WNMU Policy on Email Passwords: WNMU requires that passwords for access to all of the protected software, programs, and applications will be robust, including complexity in the number of characters required, the combination of characters required, and the frequency in which passwords are required to be changed. Minimum complexity shall include:

- Passwords shall contain at least six (6) characters.
- Passwords shall contain at least one capital (upper case) letter, and at least one symbol (numbers and characters such as @ # \$ % & *).
- Passwords shall be changed at least every 90 days. (8/6/08)

Academic Integrity Policy and Procedures: Each student shall observe standards of honesty and integrity in academic work as defined in the WNMU catalog. Violations of academic integrity include “any behavior that misrepresents or falsifies a student’s knowledge, skills or ability with the goal of

unjustified or illegitimate evaluation or gain” (WNMU Faculty Handbook, 2008). Generally violations of the academic integrity include cheating and plagiarism. Refer to the catalog pages 60-61 for definitions.

Penalties for infractions of academic integrity in this class are as follows:

Plagiarism: “the intentional or unintentional representation of another’s work as one’s own without proper acknowledgement of the original author or creator of the work” (WNMU Faculty Handbook, 2008).

<Faculty inserts penalties>

Cheating: “using or attempting to use unauthorized materials...and unauthorized collaboration with others, copying the work of another or any action that presents the work of others to misrepresent the student’s knowledge” (WNMU Faculty Handbook, 2008).

<Faculty inserts penalties>

Class Procedures for Inclement Weather: (Clearly indicate how your students will be notified about course cancellations.)

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Santa Fe Community College
Department	Mathematics
Course Number, Title, Credits	MATH 1350 Introduction to Statistics
Co-requisite Course Number and Title, if any	None
Is this application for your system (ENMU, NMSU, & UNM)?	n/a
Name and Title of Contact Person	John Pantano – Assistant Professor
Email and Phone Number of Contact Person	John.pantano@sfcc.edu 505 428-1894

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

MATH 1350 Introduction to Statistics

List all learning outcomes that are shared between course sections at your institution.

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

1) Explain the general concepts of statistics

- a. Explain and evaluate statistics used in the real world (from a news article, research project, etc.).
 - b. Use statistical vocabulary appropriately.
 - c. Distinguish between descriptive and inferential statistics.
 - d. Distinguish between qualitative and quantitative data.
 - e. Distinguish between populations and samples, and parameters and statistics.
 - f. Give examples of independent and dependent variables.
- 2) Presentation and description of data.
 - a. Present data graphically using histograms, frequency curves and other statistical graphs.
 - b. Interpret graphs of data, including histograms and shapes of distributions.
 - 3) Summarize data using measures of central tendency and variation.
 - a. Calculate and interpret range, variance, and standard deviation to describe data.
 - b. Calculate and interpret the mean, median, and mode to describe data.
 - 4) Present the concepts of probability.
 - a. Interpret basic probabilities.
 - b. Calculate probabilities using compound probability rules and the binomial distribution.
 - c. Calculate probabilities using the standard normal distribution and relate them to areas under the curve.
 - d. Determine if the binomial distribution can be approximated with the normal distribution.
 - e. Describe the relationship between the sampling distribution and the population distribution.
 - f. Use the central limit theorem to approximate the probability distribution and calculate probabilities.
 - 5) Compute point and interval estimates.
 - a. Determine the confidence interval for a parameter.
 - b. Interpret the confidence level and margin of error.
 - c. Determine whether a statistical technique is appropriate under stated conditions.
 - 6) Perform hypothesis tests.
 - a. Determine whether a statistical test is appropriate under stated conditions.
 - b. Identify null and alternative hypothesis.
 - c. Perform and interpret statistical tests (e.g. z-test, t-test, one-tailed and two-tailed, one-sample, two-sample) and determine whether data is statistically significant.
 - d. State the conclusion of a hypothesis test.
 - e. Interpret a p-value as compared to a significance level.
 - f. Explain why a test can lead us to reject a null hypothesis, not accept one.
 - g. Distinguish between Type I and Type II errors.
 - 7) Analyze data using regression and correlation.
 - a. Explain the difference between correlation and causation.
 - b. Construct and interpret scatter plots.
 - c. Calculate and interpret the linear correlation coefficient.
 - d. Determine and use the equation of a least-squares regression line between two variables to make predictions.
 - e. Interpret the meaning of the coefficient of determination.

Institution-specific Student Learning Outcomes

- 1) Perform and interpret statistical tests using analysis of variance
 - a. Use one-way ANOVA to test for equality of three or more population means
- 2) Perform and interpret statistical tests using the paired difference method
 - a. Identify dependent samples

b. Perform hypothesis tests using the paired difference method

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

Statistics has its own vocabulary. Students demonstrate genre awareness as they constantly translate problems stated in non-technical English into the appropriate statistical vocabulary, use statistical techniques to address the problem and then translate their finding back into non-technical English so that they can be understood by a general population. Students also communicate in a variety of media including a written work, project group and class discussions, and an oral presentation with graphics.

Students apply strategies for understanding and evaluating messages and evaluate statistical arguments as they read and write a critique of a statistical paper and as they respond to other students' statistical presentations. They read for main points, seek key arguments, and locate supportive documentation for arguments. They learn to read and assess arguments from a statistical perspective.

Finally, students produce a statistical argument in their final paper/presentation. During this project the student will:

- be presented with information from a student research project involving one of a variety of disciplines (health sciences, social sciences, business.....)
- ask questions of the researcher or instructor that will clarify the purpose of the research, sampling techniques used, the data elements included, and the hypotheses the researcher was trying to address.
- use graphical and numeric methods to describe the data and include a summary of the descriptive statistics for use in the project paper
- discuss and compare the results from the descriptive statistics and graphs produced with the rest of the group and the instructor. Make adjustments if necessary
- form several hypothesis regarding the data that are consistent with the purpose of the research that will complement the stated purpose of the study
- perform the appropriate hypothesis tests to reject or fail to reject the hypothesis.
- review the results with group members and the instructor. Make modifications if necessary.
- communicate the results of the descriptive statistics and hypothesis testing in a research paper and/or group presentation.
- ensure the paper is statistically accurate but also can be understood by other college students outside a statistics class.

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

A good portion of the course is dedicated to critical thinking. Students start with the interpretation of simple descriptive statistics and move to a project that includes the entire critical thinking process (problem definition to data gathering to data analysis to the drawing of conclusions based on the results of the analysis). There are aspects of critical thinking in the following:

- *Using the statistical concepts to make decision on the appropriate statistics and graphs to be used to address a problem. This is done during most assignments and exams.
- *Determining whether good statistical techniques are being described or if there exists a flaw in a problem or research study. This is done in many homework assignments and test but also in the critique of a research article.
- *Critical thinking is a major part of a project that starts in week 4 of the class and runs through the end if the

semester. In the group project assignment students will:

- be presented with information from a student research project involving one of a variety of disciplines (health sciences, social sciences, business.....)
- ask questions of the researcher or instructor that will clarify the purpose of the research, sampling techniques used, the data elements included, and the hypotheses the researcher was trying to address.
- use graphical and numeric methods to describe the data and include a summary of the descriptive statistics for use in the project paper
- discuss and compare the results from the descriptive statistics and graphs produced with the rest of the group and the instructor. Make adjustments if necessary
- form several hypothesis regarding the data that are consistent with the purpose of the research that will complement the stated purpose of the study
- perform the appropriate hypothesis tests to reject or fail to reject the hypothesis.
- review the results with group members and the instructor. Make modifications if necessary.
- communicate the results of the descriptive statistics and hypothesis testing in a research paper and/or group presentation. Make sure the paper is statistically accurate but also can be understood by other college students outside a statistics class.

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

Students represent quantitative information using formulas to solve the problems that involve the utilization of statistics on quantitative data. Students also use various graphs to help describe characteristics of the results. The statistics and graphs are used to solve problems from politics, health sciences, business, engineering, and other fields. The solutions range from just describing the situation to proving/disproving a hypothesis to making projections based on a set of historical data.

Representation of quantitative information is covered in most assignments and traditional tests. Analysis of quantitative arguments and application of quantitative models are covered in more open ended assessments such as the take home portion of an exam, in class labs, and the final project.

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

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

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

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


E. Supporting Documents

☒ **Sample Course Rubric Attached** (recommended) ☒ **Sample Assessment Attached** (required)

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

Link to Institution's General Education Assessment Plan Link to Institution's General Education Assessment Plan
SFCC's general education assessment plan is currently under development. When complete, it will be posted at
<https://www.sfcc.edu/quality/learning-assessment/>

This course meets institutional standards for general education.



Signature of Chief Academic Officer

1.25.19

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Math 1310 Final Project

Section 1: Data selection and prep work

Select one of the following data files:

- Project_TMJ
- Project_HabitsvsRespiratory_Issues ET
- Project_e-cigarettes
- Project_Dental_Insurance_JLD_GALE
- MML Survey Data Sheet-Fall 2014
- Other data file supplied by your instructor

The first four files contain raw data from surveys from dental students. The dental students play the role of the researcher. Statistics students (you) play the role as the analyst. The raw data may have problems associated with them (missing data, improper coding, coding that could be improved.....). The section one task is to understand the data collected, correct any problems with the data, and, if necessary, enhance the data set to improve the ability to analyze the data set. Specifically you will need to:

1. Find out what as much as you can about the data set so you understand how and why the data was collected:
 - a. What was the sampling methodology?
 - b. What was the purpose of the study?
 - c. Describe what each of the data elements mean.
2. Identify any potential problem with the data set and correct them (Any changes should be approved by the instructor and the researcher (if the researcher is available)):
 - a. Any obvious errors
 - b. Any places where the coding will make the analysis difficult
 - c. Any recoding of the data that could be done to enhance the ability to perform analysis on the data set (it is important that you save a copy of the original data set just in case you find your recoding does not work).

If you have a “clean” data set, 2a and 2b may have been completed by the researcher. If possible, find out from the researcher what they needed to do to make sure the data was clean.

You will be including a short summary of your responses to #1 and #2. In your report

Section 2: Descriptive statistics and “data play”

With the purpose of the study in mind, use descriptive statistics and graphing techniques to describe the characteristics of the data set. The two objectives you need to keep in mind are:

1. Do the statistics and graphs describe the results of the study?
2. What is a reasonable hypothesis that can be stated based on the purpose of the study and might be supported by the descriptive statistics and graphs.

Your report will include a summary of this section with relevant statistics and graphs, a description of what these statistics and graphs tell you, and your hypothesis.

Section 3: Hypothesis testing

Do a hypothesis test on the information that you selected. Also, do a 95% confidence interval.

Follow the 5 steps of hypothesis testing:

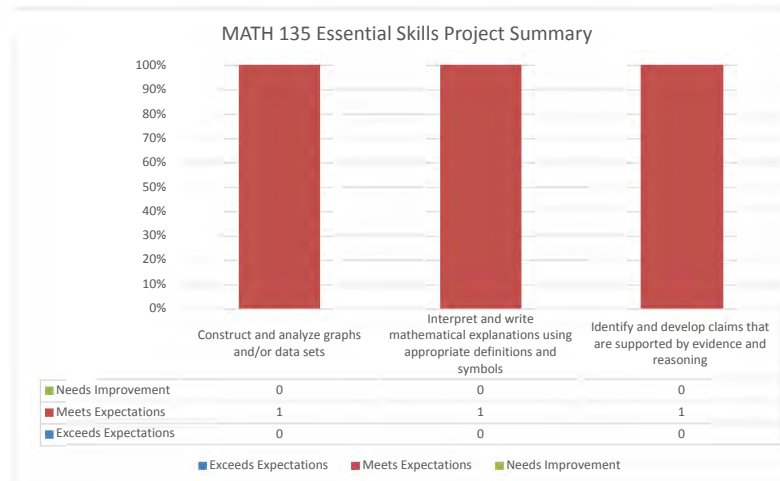
1. state the hypotheses H_0 and H_1 , and identify the claim
2. find the critical value(s)
3. compute the test value
4. make the decision
5. summarize the results

Your report will include a summary of these results making sure you include all 5 steps above.

Report and Presentation

1. Each student will turn in their own report but the presentations are a group effort (no more than 4 in a group).
2. The report must be typed, well-organized and include the information from sections 1-3 above. The overall report should not exceed four pages of text. Graphs and tables will add to the overall length of the report but only include those that add value. There should be a short explanation (1 or two sentences) of each graph or table included in the report. A typical report should include:
 - a. An introduction
 - b. Summary of results
 - c. Remarks/conclusion
3. Your group may use a power point presentation, poster presentation, and/or the chalkboard/whiteboard. The presentation should be designed to be approximately 10 minutes long with an additional 5 minutes available for class questions to the presenting group.

Program Outcomes: Students should be able to:	Essential Skill	Exceeds Expectations	Meets Expectations	Needs Improvement	Exceeds Expectations	Meets Expectations	Needs Improvement	
Construct and analyze graphs and/or data sets	Quantitative Reasoning	A. Data/Information has been examined for accuracy, relevance, and completeness. Particularly salient data/information is indicated. Corrections and modifications have been made to the data to ensure accuracy and facilitate analysis. B. Statistics, graphs, and associated analysis clearly describe the results of the study. C. The hypothesis generated is clear, statistically accurate, and will address the stated purpose of the study.	A. Data/Information has been examined for accuracy, relevance, and completeness. Corrections have been made to the data to ensure accuracy. B. Statistics, graphs, and associated analysis describe the results of the study. C. The hypothesis generated is statistically accurate and will address the stated purpose of the study.	A. Data/Information is inaccurate or incomplete. Corrections have not been made to the data to ensure accuracy. B. Statistics, graphs, and associated analysis, do not describe the results of the study sufficiently. C. The hypothesis generated is not statistically accurate or will not address the stated purpose of the study.	0	1	0	100%
Use various kinds of equations and formulas	Quantitative Reasoning							
Solve various kinds of equations	Quantitative Reasoning							
Interpret and write mathematical explanations using appropriate definitions and symbols	Communication	The project summary includes the appropriate statistical language and text that summarizes the hypothesis and results clearly in plain English	The project summary includes the appropriate statistical language.	The project summary is unclear and does not include the appropriate statistical language.	0	1	0	100%
Demonstrate problem solving skills within the context of other academic disciplines and/or everyday life applications	Critical Thinking							
Identify and develop claims that are supported by evidence and reasoning	Communication and Critical Thinking	The summary for the hypothesis testing includes the results from all five steps of hypothesis testing: a. state the hypotheses H_0 and H_a , and identify the claims b. find the critical values c. compute the test statistic d. make the decision e. summarize the results	The summary for the hypothesis testing includes the results from all five steps of hypothesis testing: a. state the hypotheses H_0 and H_a , and identify the claims b. find the critical values c. compute the test value d. make the decision e. summarize the results	The summary for the hypothesis testing does not include the results from all five steps of hypothesis testing: a. state the hypotheses H_0 and H_a , and identify the claims b. find the critical values c. compute the test value d. make the decision e. summarize the results	0	1	0	100%
Apply computational and symbolic manipulation skills	Quantitative Reasoning							



Note: Low score on the communication skill mostly came from Online class students not completing the assignment

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution **Northern New Mexico College**
Department **Mathematics and Physical Science**
Course Number, Title, Credits **MATH 150, College Algebra, 3 credits**
Co-requisite Course Number and Title, if any
Is this application for your system (ENMU, NMSU, & UNM)? **Yes**
Name and Title of Contact Person **David Torres**
Email and Phone Number of Contact Person

davytorres@nnmc.edu 505-747-2174

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☒ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

MAT 1220

List all learning outcomes that are shared between course sections at your institution.

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 will build on their knowledge of polynomial, rational, absolute value, radical, exponential and logarithm

functions in the following contexts:

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

Institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

Students will be asked to construct written responses to mathematical problems. Written responses will include a statement of the problem, steps to solve the problem, and conclusions that can be drawn from the mathematical operations. Mathematical notation (e.g. function notation) will be used in the explanation. Students will be required to understand the strategy used to solve the problem (which addresses genre and medium awareness), and state the implications of their solution when solving a real world problem (which addresses evaluation and production of arguments).

We anticipate that a written solution requiring the optimization of a quadratic function that describes either: the motion of a projectile, the area of a region, or profit in business would be suited for assessing communication skills. Application and versatility would be addressed since students would need to know how to apply their mathematical reasoning and arguments to each of these different scenarios. Students will need to extract the relevant facts in the description of the problem (addressing strategies for understanding and evaluating messages), construct a quadratic function, complete the square to find the vertex of the function, and then explain why the vertex is the optimal solution. Properties of the quadratic function can be used to explain why there exists just one unique optimal solution.

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

Students will be required to gather information from the description of the problem. The problem setting will need to be assessed by students before mathematical equations can be written. We anticipate using a problem that requires students to optimize a quadratic function that describes either: the motion of a projectile, the area of a region, or profit in business. Therefore students will first need to determine what needs to be optimized (height, area, or profit) and construct a function that explicitly defines how the dependent optimized variable can be determined from an independent variable (time, length, or price). The construction of the function will rely on knowledge of acceleration and velocity, definition of area, and the definition of profit for the motion of projectile, area of a region, or profit in business respectively. Extracting relevant numbers will be essential to building the correct function; thereby addressing evidence evaluation. Student will then need to solve the problem and

interpret their algebraic solution in the context of the problem description. Specifically, students will need to interpret the x- and y-coordinates of the vertex of the problem. For example, in regards to the projectile problem, the x-coordinate will represent the time at which the maximum height is reached, and the y-coordinate will represent the maximum height. Thus critical thinking will need to be used to evaluate what needs to be solved, construct equations to solve the problem, and interpret the solution in the context of the original problem description.

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

Students will need to construct a function and understand function notation. Information from the description of the problem will need to be extracted, an independent variable will need to be named, and the independent variable will need to be used to form a quantity of interest which will be represented as a function. Functions provide a mechanism for transforming a number into a different number, and thus can represent quantitative information. Analysis of quantitative data can be assessed if students use functions to transform numbers correctly. Finding the vertex of a quadratic function will require quantitative and algebraic arguments. Specifically students will need to be able to identify the steps to complete the square, which requires students to identify coefficients of powers of the independent variable and factor numbers and trinomials into perfect squares. The construction of the function will be applied to three different models: projectile motion, area, and profit in business. Students will need to understand that the function provides a tool and strategy to optimize a quantity of interest whether it be height, area, or profit. Through written arguments, students will need to use quantitative information and interpret the results of their computation in the context of the real world application.

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 the outcomes of the third essential skill. 200 – 300 words.

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

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

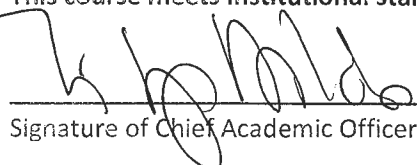
E. Supporting Documents

☐ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

F. 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 meets institutional standards for general education.



Signature of Chief Academic Officer

12/11/18

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

College Algebra Sample Assessment

A rancher wishes to build a rectangular fence alongside a river with 16 miles of fencing. The side along the river does not need to be fenced since the river provides a natural barrier. What dimensions of the fence should be used to optimize the area inside the fence?

Draw a figure and construct a quadratic function $f(x)$ that represents the area inside the fence? Be sure to define what x represents and explain in narrative form the steps used to construct the function.

Complete the square so the vertex of the function can be identified. Label the steps used to complete the square.

Interpret each coordinate of the vertex of the quadratic function. Use the coordinates to find all the dimensions of the fence and the maximum area of the fence. Summarize your solution of the problem in narrative form.

Rubric to evaluation assessment example for MATH 150

Communication

	1	2	3	4
Genre and Medium Awareness, Strategies for Understanding and Evaluating Messages	Student does not understand the problem that needs to be solved.	Student shows some correct steps but steps are not connected with the goals of the problem.	Student shows proper steps but does not summarize and interpret the mathematical calculations clearly.	Student shows proper steps and summarizes and interprets the results clearly.
Strategies for Understanding and Evaluating Messages, Application and Versatility	Students does not use any narrative to describe the results.	Student uses some sentences but there are many grammatical errors. Student misinterprets the results.	Student uses complete sentences with few grammatical errors to interpret results. A minor misinterpretation of the results may be present.	Student uses complete, meaningful, are grammatically correct sentences to interpret results.

Critical Thinking

	1	2	3	4
Problem Setting and Evidence Acquisition	Student does not use the correct values in the description of the problem to solve the problem.	Student selects the correct values in the description of the problem but does not apply them correctly in the equations to be solved.	Student selects the correct values in the description of the problem and with the exception of some minor errors applies them correctly in the equations to be solved.	Student selects the correct values in the description of the problem and applies them correctly in the equations to be solved.
Evidence Evaluation	Student makes egregious algebra errors when solving for a solution.	Student makes minor algebra errors when solving for a solution.	Students makes no algebra errors when solving for a solution but does not interpret the solution in the context of the problem description.	Students makes no algebra errors when solving for a solution and interprets the solution in the context of the problem description.
Reasoning/Conclusion	Student does not arrive at a solution.	Student makes a meager attempt to interpret solution.	Student interprets the solution in the context of the problem, although minor	Student interprets the solution in the context of the problem correctly.

			misinterpretations may exist.	
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Quantitative Reasoning

	1	2	3	4
Communication of Quantitative Information, Analysis of Quantitative Arguments	Student does not identify variables to solve the problem and does not provide a solution.	Student identifies variables but does not use the proper equations to solve them. A missing interpretation or meager interpretation of the solution is provided.	Student identifies variables and uses the proper equations, but makes minor errors in the solution. Student also does not interpret the solution.	Student identifies variables, uses the proper equations, and solves the equations correctly. Student correctly interprets the solution in the context of the problem description.
Application of Quantitative Models	Student does not use function notation.	Student uses function notation but does not understand how it applies to the problem.	Student uses function notation correctly and applies algebra with minor errors to rewrite the function (by completing the square) to answer the problem.	Student uses function notation correctly and uses algebra correctly to rewrite the function (by completing the square) to answer the problem.

NEW MEXICO HIGHER EDUCATION DEPARTMENT

SUSANA MARTINEZ
GOVERNOR



DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Eastern New Mexico University
Department	Mathematics
Course Number, Title, Credits	MATH 1220, College Algebra, 4
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	No
Name and Title of Contact Person	Dr. Regina Aragon, Chair of Mathematical Sciences
Email and Phone Number of Contact Person	Regina.Aragon@enmu.edu 575-562-2328

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

MATH 1220, College Algebra

List all learning outcomes that are shared between course sections at your institution.

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

Students will build on their knowledge of polynomial, rational, absolute value, radical, exponential and logarithm functions in the following contexts: 1. Use function notation; perform function arithmetic, including composition; find

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

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

Verbal and/or prose communication is not a vital aspect of this course. However, Medium Awareness, Application and Versatility is an important component of this course. Students need to be able to extract information presented both graphically and symbolically as well as find and report results both symbolically and graphically. Different Media present different information and are expected to present their work in such a way that the reader can follow the logical progression of the solution; and report results (solutions) using correct units or quantities. By this means, students need to gather information from different Media and recognize the limitations of information presented graphically and symbolically.

This critical skill will be assessed on the common final exam. Students will be given an exercise(s) that require them to model a given situation, graph the resulting mathematical model and answer questions about optimal or maximal solutions. An example of such an exercise is given below (though may not be the exact exercise given on the exam).

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

Throughout the course, students will be presented with real-world word problems that ask them to identify important information, model the situation appropriately, apply the correct formulas/techniques and find a feasible solution that matches the given situation. Students will demonstrate Problem Setting when creating a mathematical model from a narrative of a physical situation. While students will generally not practice external Evidence Acquisition and Evaluation, they do need to identify the important quantities in an exercise and apply the appropriate formulas/techniques. Students will demonstrate Reasoning/Conclusion when required to choose physically acceptable solutions from a collection of mathematically correct solutions.

This critical skill will be assessed on the common final exam. Students will be given an exercise that requires them to specify a correct or reasonable solution from a collection of potential solutions; and an exercise that requires them to find the domain of a function. An example of such an exercise is given below (though may not be the exact exercise given on the exam).

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

Students will regularly need to create mathematical models (assign variables, etc.) based on given word problems, perform calculations/algebraic manipulations on these models and then interpret solutions to equations in terms of the situation given in the statement of the problem. Students will regularly apply quantitative models to real-world

problems. Such models include time-speed-distance problems, exponential growth/decay (compound interest, chemical dating, etc.), liquid mixture problems, among others.

This critical skill will be assessed on the common final exam. Students will be given an exercise(s) that requires them to use a model to find the exact value of the independent variable that produces a specified value of the dependent quantity. An example of such an exercise is given below (though may not be the exact exercise given on the exam).

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

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

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

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


E. Supporting Documents

☒ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

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

[Link to Institution's General Education Assessment Plan](#) Click here to enter text.

This course meets institutional standards for general education.



Signature of Chief Academic Officer

11/23/19

Date

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Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

MATH 1220: College Algebra

Common final exam exercise (Communication)

Purpose:

Students will need to perform algebraic operations to Communicate solutions using correct units and also use the solutions to parts (b) and (c) to present the algebraic results graphically (part (d)).

Exercise:

(12 pts.) A ball is thrown straight upwards from the top of a 100 ft. tall building. The height of the ball at any time t (in seconds) is given by

$$h(t) = -16t^2 + 55t + 100.$$

Find the following:

- (a) What is the height of the ball after 1 second?
- (b) What is the maximum height of the ball and when will the ball achieve this height?
- (c) When will the ball land?
- (d) Sketch the graph $y = h(t)$ clearly label the vertex and x and y -intercepts.

Purpose:

Students will need to be able to correctly read a graph by extracting values of a function from the graph of the function.

Exercise:

Students will be given the graph of two functions and asked to find the value of various combinations of the functions using the graphs.

MATH 1220: College Algebra

Common final exam exercise (Critical Thinking)

Purpose:

Students will need to find the domain of a function which is not everywhere defined.

Exercise:

Find the domain of the function: $f(x) = \frac{\sqrt{x+1}}{x-2}$.

Purpose:

Students will need to find the correct sequence of transformations of a parent function to sketch the graph of a function.

Exercise:

Indicate the transformations and sketch the graph of the function: $f(x) = (x-1)^2 + 2$.

MATH 1220: College Algebra

Common final exam exercise (Quantitative Reasoning)

Purpose:

Students need to create the appropriate Quantitative model (in this case a model for exponential growth) based on the given information for this real-world problem. Students will then need to perform calculations to correctly give a solution. (Here, a correct solution to part (b) is “The balance will be \$18,427 after n years.”, not “ $t=n$ ”.)

Exercise:

(12 pts.) Suppose one deposits \$15,000 into a savings account with a 3.7% annual percentage rate. We will assume the account uses continuously compounded interest.

(a) Find the balance in the account after 10 years

(b) Find **exactly** when the balance will be \$18,427.

NEW MEXICO HIGHER EDUCATION DEPARTMENT



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DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Eastern New Mexico University-Roswell
Department	Math
Course Number, Title, Credits	Math 1220 (119), College Algebra
911	None
Is this application for your system (ENMU, NMSU, & UNM)?	No
Name and Title of Contact Person	Cory Cogdill
Email and Phone Number of Contact Person	cory.cogdill@roswell.enmu.edu 575-624-7241

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☒ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

Math 119 (1220) College Algebra

List all learning outcomes that are shared between course sections at your institution.

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

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

Institution-specific Student Learning Outcomes

1. use interval notation to express unions, intersections, and solutions to inequalities 2. apply the change-of-base property to solve exponential and logarithmic equations 3. solve applied problems using exponential growth/decay and logistic growth models 4. classify systems of equations in two variables according to the number of solutions 5. solve systems of equations in two and three variables

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

By the end of this course students will explore the uses of math in everyday life and practice mathematical thinking to see the world from an analytical perspective. Spoken, written, and symbolic mathematical language will be used to solve a variety of problems through demonstration and practice. Students will be asked to share the skills they have developed through group learning activities that require that students talk to one another, applying and analyzing the thought processes necessary to solve complex problems. Students will present solutions to problems both orally and visually to one another to demonstrate other perspectives for visualizing content. At the end of each class, students will take 3-5 minutes each to explain a concept or problem similar to that which was presented in class. There will be two groups and each person will explain a specific concept or problem similar to one presented in lecture to one person. After the time has expired, the next person will demonstrate and explain the solution to another problem presented by the instructor. This paired response should stimulate important discussions and help students who are struggling to see concepts from a different perspective. At the end of the discussion time, we will survey students and record the number of correct answers that followed the discussion. This record will be submitted to our Gen. Ed program assessment committee for institutional skill assessment review.

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

By the end of this course students will be exposed to many mathematical concepts that require them to use critical thinking. For example, in graphing a quadratic equation, students will determine the roots (zeros) of a function and what they can tell us about where an object in freefall hits the ground when acceleration is due only to gravity. In addition, students will see how the trajectory of an object can be plotted as a function of time and how height can be determined at any point along the path. Students will demonstrate their knowledge of functions, inverse function, combinations of functions by thinking critically then

communicating in symbolic or graphical form through the online learning tools developed by the publisher to demonstrate proficiency in homework assessments. Students will draw pictures to illustrate examples. Students will adopt new perspectives in problem solving. They will work problems backwards. They will use logical reasoning and guess and check approaches. They will sometimes use a variable to solve a word problem. They will account for a variety of possible outcomes. All of these skills will be assessed through the online learning tools developed by the publisher to get credit for the homework. In addition, they will be assessed by chapter tests on the skills developed throughout the semester. Finally, students will be assessed for critical thinking skills at the end of the course by means of a final exam that covers content and skills developed throughout the semester. The learning outcomes vary from chapter to chapter but critical thinking is the basis for mathematics and problem solving.

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

By the end of this course students will have to demonstrate a mastery of a variety of quantitative skills related to math literacy, quantitative reasoning, graphical analysis of linear, quadratic and higher power functions; all which require quantitative argument, analysis, and reasoning. For example, when calculating the solutions to a two variable word problem, students will need to translate the words in the sentence into mathematical language, then set up a system of equations, solve for the variables by substitution or elimination, then record or communicate their answer in a meaningful manner. The way in which these skills are assessed are primarily through formal summative assessments at the end of chapters or modules; however there are opportunities for growth via the online learning tools developed by the publisher via the homework assignments. Pearson's MyMathLab is designed to assess learning while providing opportunity for growth without penalty via the "View Example" tools in the homework assignments. These tools within the software explain step by step a solution, as students build the skills to properly demonstrate mastery on chapter tests. Once a student is satisfied with a homework score of 80% or better they are more likely able to pass the chapter tests at 70% or better. In addition to homework and chapter tests, learning is assessed through a comprehensive final exam.

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

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

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

[Link to Institution's General Education Assessment Plan](#) Click here to enter text.

This course meets institutional standards for general education.

For Ken McGuire - Shawn Powell
Signature of Chief Academic Officer *President, ENMU-R*

11/7/19
Date

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Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Name _____

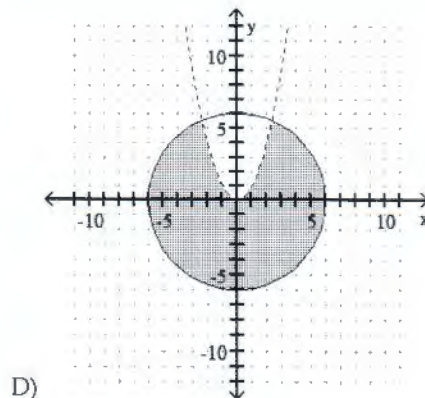
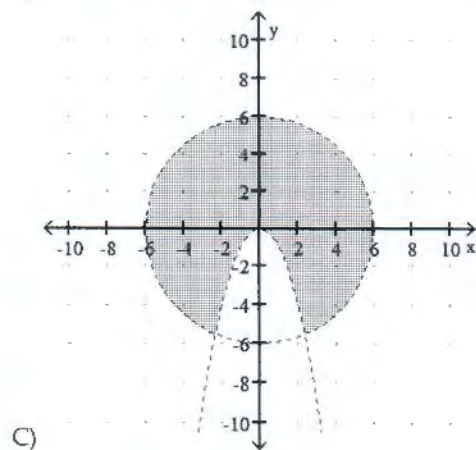
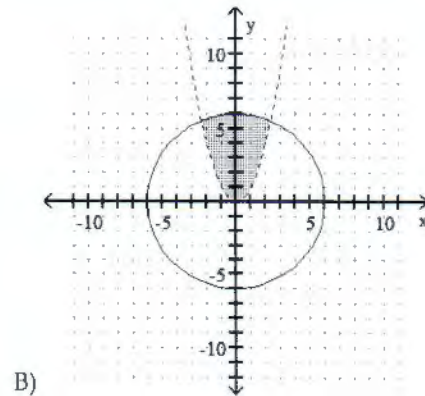
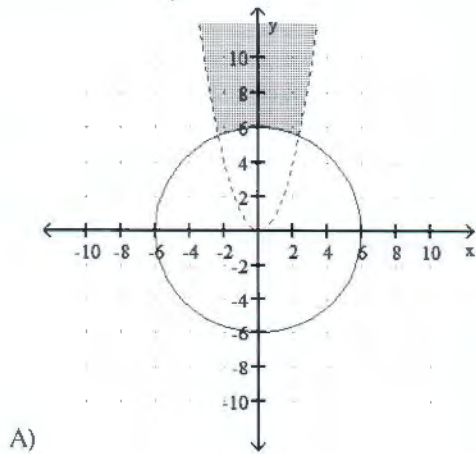
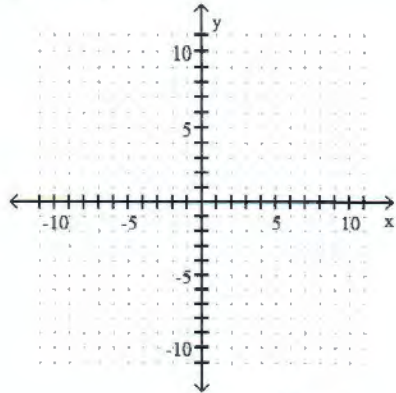
MULTIPLE CHOICE. Choose the one alternative that best completes the statement or answers the question.

Graph the solution set of the system of inequalities or indicate that the system has no solution.

1) $x^2 + y^2 \leq 36$

$y - x^2 > 0$

1) _____



Solve the system by the addition method.

2) $2x - 7y = 33$

$5x + 3y = -20$

A) $\{(1, -5)\}$

B) $\{(-1, 5)\}$

C) $\{(-1, -5)\}$

D) $\{(1, 5)\}$

2) _____

Solve the system of equations by the substitution method.

3)

$y = 5x - 9$

$y = 7x - 10$

A) $\left\{\frac{1}{2}, -\frac{13}{2}\right\}$

B) $\{(1, -4)\}$

C) $\left\{-\frac{13}{2}, \frac{1}{2}\right\}$

D) \emptyset

3) _____

Solve the logarithmic equation. Be sure to reject any value that is not in the domain of the original logarithmic expressions. Give the exact answer.

4) $\log_9 11 + \log_9 x = 1$

A) $\{\frac{9}{11}\}$

B) $\{\sqrt[11]{9}\}$

C) $\{\frac{1}{11}\}$

D) $\{\frac{11}{9}\}$

4) _____

Solve the exponential equation. Express the solution set in terms of natural logarithms.

5) $e^{4x} = 7$

A) $\left\{\frac{\ln 7}{4}\right\}$

B) $\left\{\frac{7}{4}e\right\}$

C) $\left\{\frac{\ln 4}{7}\right\}$

D) $\{4 \ln 7\}$

5) _____

Use properties of logarithms to expand the logarithmic expression as much as possible. Where possible, evaluate logarithmic expressions without using a calculator.

6) $\log_b \left(\frac{xy^6}{z^3} \right)$

A) $\log_b x + \log_b y^6 - \log_b z^3$

B) $\log_b x + 6 \log_b y - 3 \log_b z$

C) $\log_b x + \log_b y^6 + \log_b z^3$

D) $\log_b x + 6 \log_b y + 3 \log_b z$

6) _____

Use the compound interest formulas $A = P \left(1 + \frac{r}{n} \right)^{nt}$ and $A = Pe^{rt}$ to solve.

7) Find the accumulated value of an investment of \$5000 at 9% compounded continuously for 6 years.

A) \$7700.00

B) \$8680.03

C) \$8580.03

D) \$8385.50

7) _____

Approximate the number using a calculator. Round your answer to three decimal places.

8) $e^{3.9}$

A) 10.601

B) 49.702

C) 40.428

D) 49.402

8) _____

Solve the polynomial equation. In order to obtain the first root, use synthetic division to test the possible rational roots.

9) $2x^3 - 13x^2 + 22x - 8 = 0$

A) $\{2, 1, 2\}$

B) $\left\{\frac{1}{2}, 2, 4\right\}$

C) $\left\{-\frac{1}{2}, 2, -4\right\}$

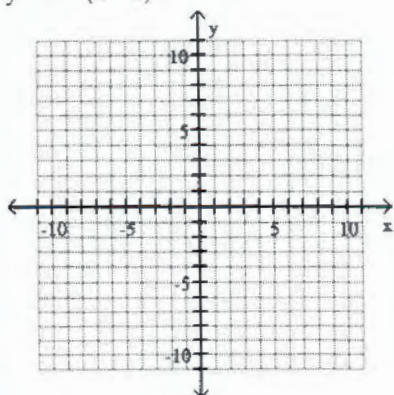
D) $\{-2, 1, -2\}$

9) _____

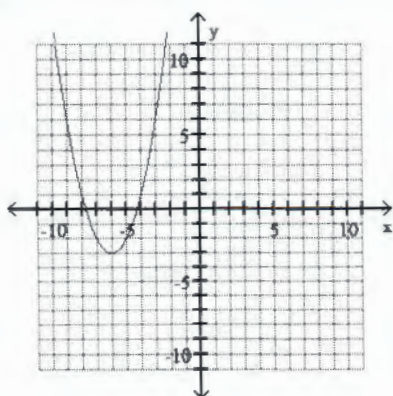
Use the vertex and intercepts to sketch the graph of the quadratic function.

10) $y + 3 = (x + 6)^2$

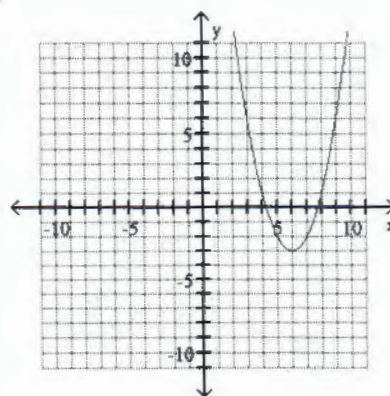
10) _____



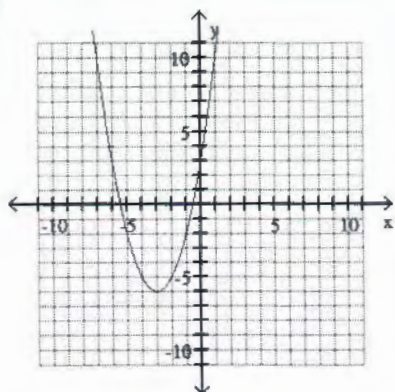
A)



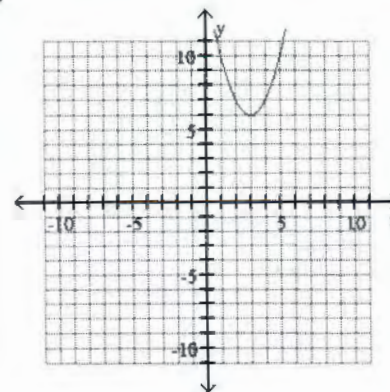
B)



C)

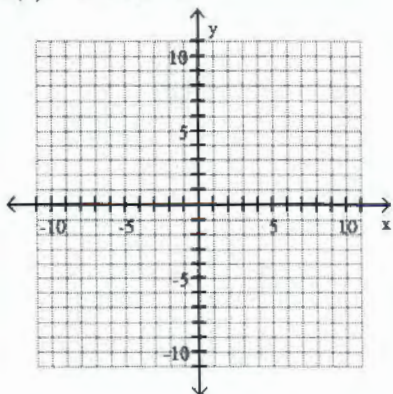


D)

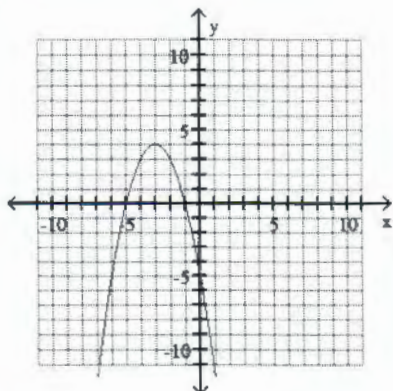


11) $f(x) = x^2 + 6x + 5$

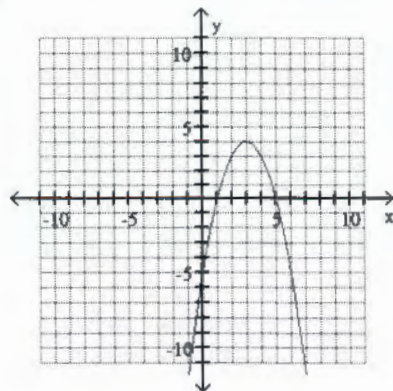
11) _____



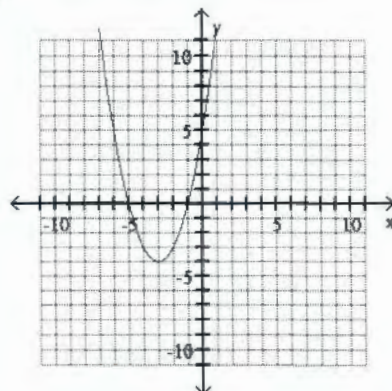
A)



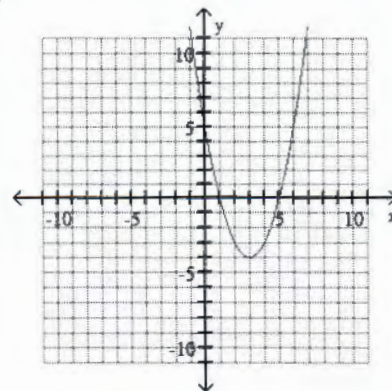
C)



B)



D)



Use the Rational Zero Theorem to list all possible rational zeros for the given function.

12) $f(x) = x^5 - 5x^2 + 4x + 15$

12) _____

A) $\pm 1, \pm \frac{1}{5}, \pm \frac{1}{3}, \pm \frac{1}{15}, \pm 5, \pm 3, \pm 15$

B) $\pm 1, \pm 5, \pm 3$

C) $\pm 1, \pm 5, \pm 3, \pm 15$

D) $\pm 1, \pm \frac{1}{5}, \pm \frac{1}{3}, \pm \frac{1}{15}$

Use the given conditions to write an equation for the line in point-slope form.

13) Passing through $(-4, -3)$ and $(-8, -6)$

A) $y + 3 = \frac{3}{4}x - 4$ or $y + 6 = \frac{3}{4}x + 3$

B) $y + 3 = \frac{3}{4}(x + 4)$ or $y + 6 = \frac{3}{4}(x + 8)$

C) $y - 3 = \frac{3}{4}(x - 4)$ or $y - 6 = \frac{3}{4}(x - 8)$

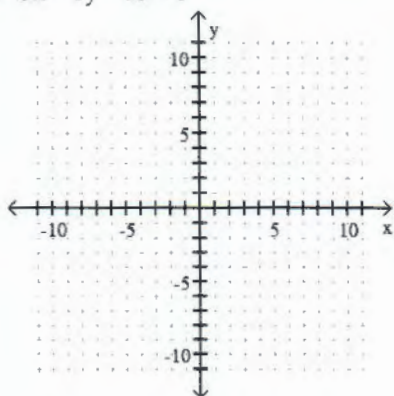
D) $y + 3 = \frac{3}{4}(x + 8)$ or $y + 6 = \frac{3}{4}(x + 4)$

13) _____

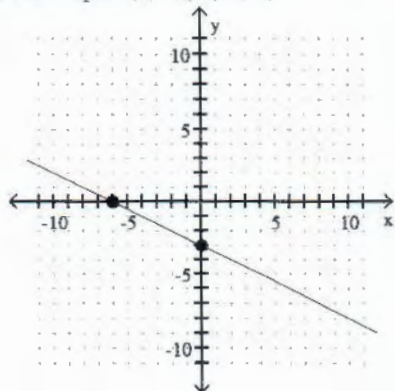
Graph the linear function by plotting the x- and y-intercepts.

14) $-3x - 6y - 18 = 0$

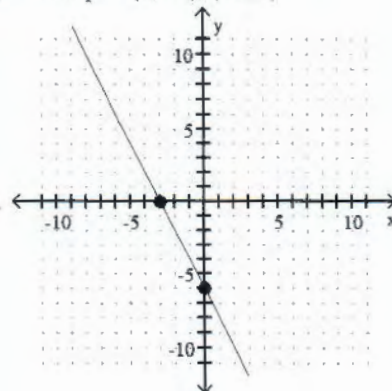
14) _____



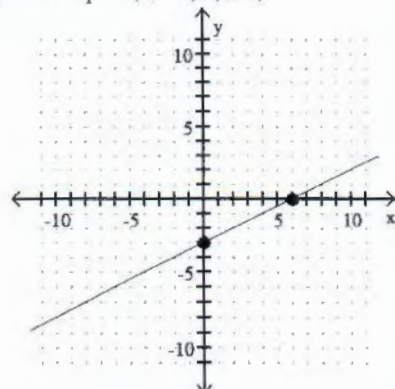
A) intercepts: $(0, -3)$, $(-6, 0)$



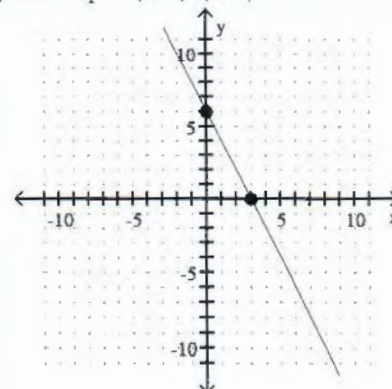
B) intercepts: $(0, -6)$, $(-3, 0)$



C) intercepts: $(0, -3)$, $(6, 0)$



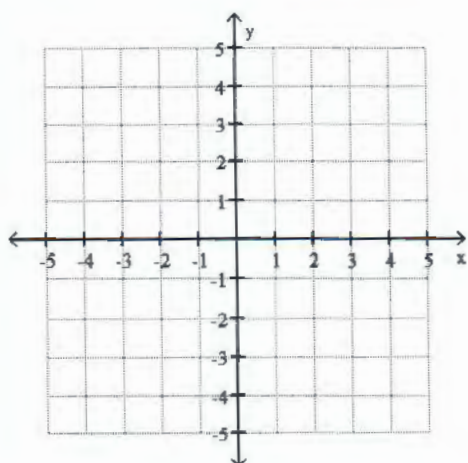
D) intercepts: $(0, 6)$, $(3, 0)$



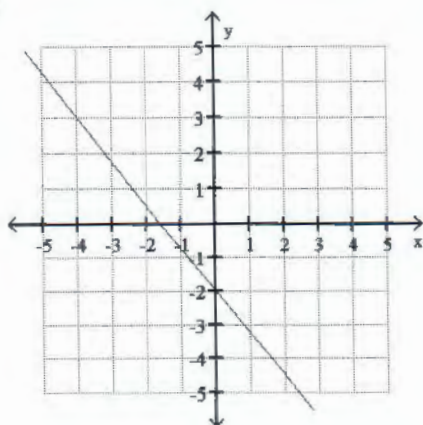
Graph the equation.

15) $4x - 5y + 8 = 0$

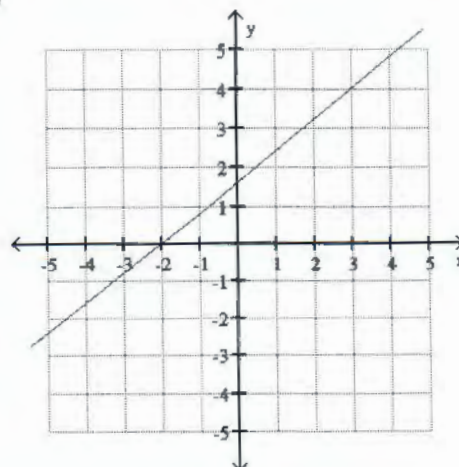
15) _____



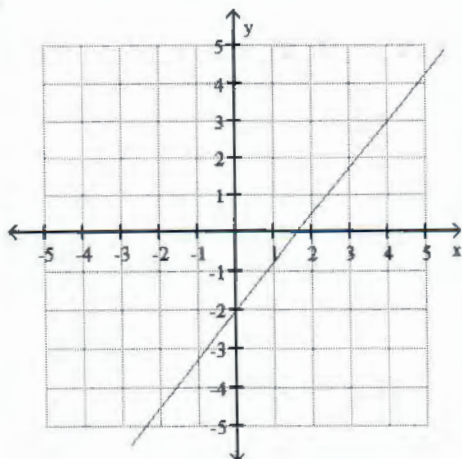
A)



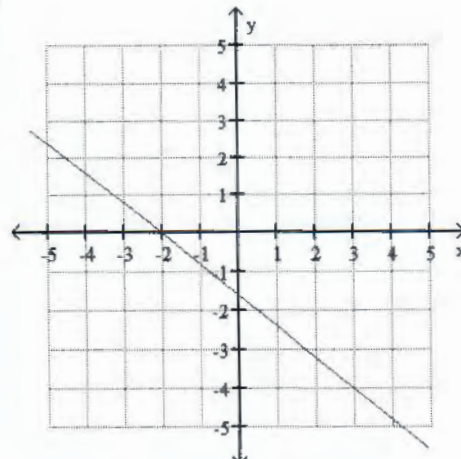
B)



C)



D)



Use the given conditions to write an equation for the line in the indicated form.

- 16) Passing through (3, 4) and perpendicular to the line whose equation is $y = 6x + 7$;
point-slope form

16) _____

A) $y - 4 = -6x - 27$

B) $y - 3 = \frac{1}{6}(x - 4)$

C) $y - 4 = -\frac{1}{6}(x - 3)$

D) $y - 4 = \frac{1}{6}(x + 3)$

Solve the radical equation, and check all proposed solutions.

17) $x - \sqrt{3x - 2} = 4$

17) _____

A) {9}

B) {1, 2}

C) {2, 9}

D) {-1}

Solve the polynomial equation by factoring and then using the zero product principle.

18) $x^3 + 9x^2 + 20x = 0$

18) _____

A) {0, 4, 5}

B) {-4, -5}

C) {0, -4, -5}

D) {4, 5}

Solve the equation using the quadratic formula.

19) $x^2 + 5x + 5 = 0$

19) _____

A) $\left\{ \frac{5 - \sqrt{5}}{2}, \frac{5 + \sqrt{5}}{2} \right\}$

B) $\left\{ \frac{-5 - 3\sqrt{5}}{2}, \frac{-5 + 3\sqrt{5}}{2} \right\}$

C) $\left\{ \frac{-5 - \sqrt{5}}{10}, \frac{-5 + \sqrt{5}}{10} \right\}$

D) $\left\{ \frac{-5 - \sqrt{5}}{2}, \frac{-5 + \sqrt{5}}{2} \right\}$

Solve the equation by completing the square.

20) $x^2 + 8x + 25 = 0$

20) _____

A) $\{-4 \pm 9i\}$

B) $\{-7, -1\}$

C) $\{-4 \pm 3i\}$

D) $\{-4 + 3i\}$

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	New Mexico Highlands University
Department	Computer and Mathematical Sciences
Course Number, Title, Credits	Math 140, College Algebra, 3
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Dr. John Jeffries
Email and Phone Number of Contact Person	505-454-3480

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

Math 1220 College Algebra

List all learning outcomes that are shared between course sections at your institution.

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

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

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

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

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

In this course, students communicate mathematical information and concepts through in-class activities, assignments, quizzes and exams. Students will use proper mathematical notation throughout to properly summarize solutions or results. In addition, they will provide verbal explanations of solutions and results. They will write solutions and supporting work to problems neatly and methodically in the most simplified form. Students will read word problems and then they will list what is given and what is to be found, translating between verbal expressions and mathematical expressions. They will summarize meaningful results to application problems. In a group assignment, students will discuss function notation, inverse functions, and how functions can be used to model real-life situations. As a group activity, students will perform mathematical operations on complex numbers using the “divide conquer” method.

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

In this course, students apply their knowledge using polynomial, rational, absolute value, radical, exponential and logarithmic functions. Students are assigned application problems that require students to set up, solve and then interpret the results in terms of their real-world context. They will discuss possible solutions and impossible solutions to real-world problems. Students will collect and analyze the data from a natural phenomenon and determine what function best models the data. Students will explain the limitations of using certain formulas and functions to model real-world problems. Students will describe the behavior of a function without graphing the function, e.g., quadratic, radical, absolute value, exponential, and logarithmic. They will use the graphs of functions to estimate solutions to equations. Using the discriminant, students will explain the type and number of solutions and list possible methods to solve the quadratic equation. As a group assignment, student will discuss allowable logarithmic bases, referring to the exponential function. They will use the properties of logarithms to solve equations involving logarithms and determine valid solutions and interpret the results. Students will interpret the meaning of a “half-life.”

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative*

Arguments; and Application of Quantitative Models

In this course, students represent quantitative information given in graphical, algebraic, numerical, and verbal representations. Students will graph functions and label key features, such as the leading term, vertex, axis, intercepts, behavior, asymptotes, domains and ranges that represent quantitative data. Students will fit data sets using polynomial, rational, absolute value, radical, exponential and logarithmic functions and they will display both the data and the fitted function. Students will solve a variety of equations, including polynomial, rational, exponential, radical, exponential and logarithmic equations. Using solutions to equations, they will answer questions about graphs or applications. They will use formulas/functions to model past behavior and predict future events in real-world problems. Students will solve contextual problems using the appropriate formula/function based on the information given. They will use graphing, substitution, and elimination to solve linear systems of equations and interpret the resulting solutions. They will use the properties of exponential and logarithmic functions and quantitative data to solve word problems involving exponential decay and growth. They are given exercises that require the use of scientific calculators to approximate solutions and to test extreme inputs.

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 the outcomes of the third essential skill. 200 – 300 words.

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

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

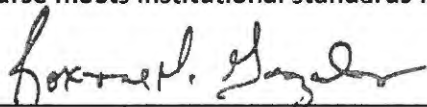
E. Supporting Documents

☐ **Sample Course Rubric Attached** (recommended) ☒ **Sample Assessment Attached** (required)

F. 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 meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Math 140 Sample Assessment

Communication sample assessment

1. A man drove 10 miles directly east from his home, made a left turn at an intersection, and then traveled 6 miles north to his place of work. If a road was made directly from his home to his place of work. Write a mathematical expression for the distance if a road is made directly from his home to his place of work. In simplified form and to two decimal places what would its distance be? What are the units?
2. Write a short explanation for the following.
 - a. How to add complex numbers.
 - b. What is the basic principle in multiplication of complex numbers?
3. Let $f(t)$ be the number of ducks in a lake t years after 1990. Explain the meaning of each statement:
 - a. $f(5) = 30$
 - b. $f(10) = 40$
4. To convert from x degrees Celsius to y degrees Fahrenheit, we use the formula

$$f(x) = \frac{9}{5}x + 32.$$

Find the inverse function, if it exists, and in your group discuss its meaning.

Critical Thinking sample assessment questions

1. A falling object travels a distance given by the formula $d = 5t + 16t^2$, where d is in feet and t is measured in seconds.
 - a. What limitations need to be considered for this formula?
 - b. If no limitations are considered what is the maximum distance traveled?
2. In the quadratic formula, what is the name of the expression under the radical sign $b^2 - 4ac$, and how does it determine the number of and nature of our solutions?
3. For the following exercises, determine the discriminant, and then state how many solutions there are and the nature of the solutions. Do not solve.
 - a. $x^2 + 4x + 7 = 0$
 - b. $3x^2 + 5x - 8 = 0$
 - c. $9x^2 - 30x + 25 = 0$
 - d. $2x^2 - 3x - 7 = 0$
4. Without solving list, the range all possible solutions and impossible solutions for each type of solution for the following word-problem. If a scientist mixed 10% saline solution with 60% saline solution to get 42 gallons of 40% saline solution, how many gallons of 10% and 60% solutions were mixed?
5. A substance has a half-life of 2.045 minutes. If the initial amount of the substance was 132.8 grams, how many half-lives will have passed before the substance decays to 8.3 grams? What is the total time of decay?

Quantitative Reasoning sample assessment questions

- Find the x -intercept(s) if any of the following functions.
 - $f(x) = (x + 2)^2 + 11(x + 2) - 12$
 - $f(x) = x^2 + 5x + 1$
- An object dropped from a height of 200 meters has a height, $h(t)$, in meters after t seconds have lapsed, such that $h(t) = 200 - 4.9t^2$. Express t as a function of height, h , and find the time to reach a height of 50 meters.
- At a carnival, \$2,914.25 in receipts were taken at the end of the day. The cost of a child's ticket was \$20.50, an adult ticket was \$29.75, and a senior citizen ticket was \$15.25. There were twice as many senior citizens as adults in attendance, and 20 more children than senior citizens. How many children, adult, and senior citizen tickets were sold?
- A scientist begins with 100 milligrams of a radioactive substance that decays exponentially. After 35 hours, 50 mg of the substance remains. How many milligrams will remain after 54 hours?
- The temperature of an object in degrees Fahrenheit after t minutes is represented by the equation $T(t) = 68e^{-0.0174t} + 72$. To the nearest degree, what is the temperature of the object after one and a half hours?
- Determine whether the data from the table could best be represented as a function that is linear, exponential, or logarithmic. Then write a formula for a model that represents the data.

x	-2	-1	0	1	2	3	4	5
$f(x)$	0.694	0.833	1	1.2	1.44	1.728	2.074	2.488

NEW MEXICO HIGHER EDUCATION DEPARTMENT

SUSANA MARTINEZ
GOVERNOR



DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	New Mexico Junior College
Department	Mathematics
Course Number, Title, Credits	MATH 1220, College Algebra, 3
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Charlotte Schmitz, Professor of Mathematics and Assessment Coordinator
Email and Phone Number of Contact Person	cschmitz@nmjc.edu , 575-492-2817

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS ☒ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

MATH 1220, College Algebra

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes

CCNS outcomes listed here will replace NMJC's specific course outcomes as of Fall 2019:

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

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

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

College Algebra builds on use of the language of algebra through deeper study of equations, functions and graphs. Algebraic communication requires students to correctly identify and use various types of functions with proper notation and visual representation.

“Genre and Medium Awareness” is demonstrated through visual and notational use of each type of function. (CCNS outcomes 1, 2, and 6)

“Strategies for Understanding and Evaluating Messages” are developed through solving various equations and application problems. (CCNS outcomes 3, 4, and 5)

“Evaluation and Production of Arguments” exists in application problem-solving in which students recognize which type of function is relevant to set up and solve a given problem. (CCNS outcomes 5 and 6)

Students build on their knowledge of linear, quadratic, absolute value, polynomial, rational, radical, exponential, and logarithmic throughout the course. Students have opportunity to learn and practice during class time through lecture, examples, group work and quizzes. Typical homework practice and chapter tests are passive assessments. Summative assessment has been in the form of four “Final Assessments” focusing on the previous general education outcomes: Graphs, Solving, Notation and Applications. For Communication as an essential skill, the relevant final assessments would be Graphs, Notation and Applications. A new assessment method to more directly measure communication will be developed and implemented fall 2019.

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

College Algebra builds on critical thinking skills developed in Intermediate Algebra. Students encounter more difficult equations and applications to solve using most of the same functions. College Algebra is followed by Trigonometry, then Calculus so it must provide the strong critical thinking and problem solving foundation required for success in higher level math.

“Problem Setting” and “Evidence Acquisition” indicate ability to recognize type of problem given and available properties to satisfy given instructions or complete stated goal. (CCNS outcomes 2, 3, and 5)

“Evidence Evaluation” exists in developing students’ ability to recognize what is to be done with given information to accomplish the given task. (CCNS 3, 4, and 5)

“Reasoning/Conclusion” implies students’ ability to use given information and necessary function manipulations to arrive at a correct, complete final result. (CCNS 5 and 6)

Critical Thinking as an essential skill will be most directly assessed using the Solving and Applications final assessments. Currently, it is a compilation of all four assessments where success is defined as individual students scoring at least 70 or better on each of the four final assessments. There are additional learning activities such as in-class group work and quizzes, but the source of data for measuring overall student success has been final assessments. All instructors use the same final assessments (different iterations) to measure critical thinking. Fall 2019 is planned for implementation of new assessments targeting essential skills more directly.

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

College Algebra builds quantitative reasoning through graphical and notational analysis of various functions. The course has a heavy focus on graphical analysis of the functions studied.

“Communication/Representation of Quantitative Information” is accomplished through identifying functions and their transformations and correctly sketching graphs with key features represented. (CCNS outcomes 2, 3, and 4)

“Analysis of Quantitative Arguments” is developed through identifying necessary function for a given context and setting up the function or formula using given information. (CCNS outcomes 1 and 5)

“Application of Quantitative Models” is developed through setting up and solving problems in context of given information and communicating with proper notation and explanation. (CCNS outcomes 5 and 6)

As seen in the other two essential skills described, Quantitative Reasoning will be assessed using the set of original general education outcomes: Graphs, Solving, Notation and Applications. Quantitative Reasoning is most aligned with Graphs and Applications. Again, there are other learning activities, but data collected to determine overall student success will come from final assessments until new methods are developed and implemented in fall 2019.

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 the outcomes of the third essential skill. 200 – 300 words.

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

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

E. Supporting Documents

☐ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

F. 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

NMJC's assessment process equates General Education Assessment to Departmental Assessment. Courses and Faculty are organized according to general education content areas for assessment reporting. The following points define basic principles and steps of assessment of student learning. Faculty within each department/content area work together to create detailed plans fitting their unique area or courses.

- As of fall 2019 faculty members of each department (content area) adopt the set of student learning outcomes from the Common Course Numbering System accepted by NMHED. At least one of the outcomes should be clearly noted as correlated to an established institutional outcome. Professors implement assessment methods in courses to provide data for the respective department/content area and institutional outcome/essential skill.
- Each department submits a report of assessment activities reflecting all courses within the department. Departmental assessment reports are reviewed by the dean, the assessment coordinator and the vice president for instruction.
- Institutional assessment is a combination of applicable portions of departmental reports and standardized test results to document and track NMJC's overall student success.

This course meets institutional standards for general education.



Signature of Chief Academic Officer

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____

Date

COLLEGE ALGEBRA

Final Assessment: Applications

Form 1

Name _____

Date _____

Location _____

MA113

Show all work and work must be consistent with answer shown for credit.

1. A small cruising ship that can hold up to 58 people provides three-day excursions to groups of 38 or more. If the group contains 38 people, each person pays \$70. The cost per person for all members of the party is reduced by \$1 for each person in excess of 38. Find the size of the group that maximizes income for the owners of the ship.

Answer: _____

2. The back of George's property is a creek. George would like to enclose a rectangular area, using the creek as one side and fencing for the other three sides, to create a pasture. If there is 140 feet of fencing available, what is the maximum possible area of the pasture?

Answer: _____

3. An arrow is launched upward with a velocity of 192 feet per second from the top of a 35-foot building. What is the maximum height attained by the arrow?

Answer: _____

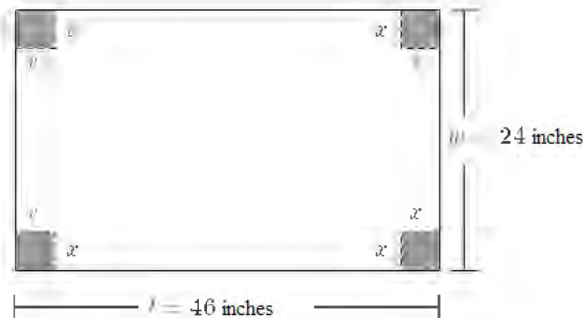
4. The length that a hanging spring stretches varies directly as the weight placed at the end of the spring. If a weight of 20 lb stretches a certain spring 15 in., how far will the spring stretch if the weight is increased to 37 lb? Round your answer to the nearest inch.

Answer: _____

5. The volume of a gas in a container varies inversely as the pressure on the gas. If a gas has a volume of 360 cubic inches under a pressure of 15 pounds per square inch, what will be its volume if the pressure is increased to 19 pounds per square inch? Round your answer to the nearest cubic inch.

Answer: _____

6. An open-top box is to be constructed from a sheet of tin that measures 46 inches by 24 inches by cutting out squares from each corner as shown and then folding up the sides. Let $V(x)$ denote the volume of the resulting box.



Step 1. Write $V(x)$ as a product of linear factors.

Answer: $V(x) =$ _____

Step 2. Among the values of x for which $V(x) = 0$, which are physically possible?

Answer: $x =$ _____

7. The half-life of gold-194 is approximately 1.6 days.

Step 1. Determine a so that $A(t) = A_0 a^t$ describes the amount of gold-194 left after t days, where A_0 is the amount at time $t = 0$. Round to six decimal places.

Answer: _____

Step 2. How much of a 10 gram sample of gold-194 would remain after 4 days? Round to three decimal places.

Answer: _____

Step 3. How much of a 10 gram sample of gold-194 would remain after 3 days? Round to three decimal places.

Answer: _____

8. In an effort to control vegetation overgrowth, 100 rabbits are released in an isolated area free of predators. After 3 years, it is estimated that the rabbit population has increased to 800. Assuming exponential population growth, what will the population be after another 6 months? Round to the nearest rabbit.

Answer: _____

9. Maria has recently inherited \$7900, which she wants to deposit into a savings account. She has determined that her two best bets are an account that compounds annually at an annual rate of 4.4% (Account 1) and an account that compounds daily at an annual rate of 5.1% (Account 2).

Step 1. Which account would pay Maria more interest?

A) Account 1

B) Account 2

Step 2. How much would Maria's balance be from Account 2 over 5.9 years? Round to two decimal places.

Answer: _____

10. The magnitude of an earthquake is measured on the Richter scale as a logarithm of the intensity of the shock wave. For magnitude R and intensity I , the formula is $R = \log (I)$. The August 26, 2001 earthquake in Sierras measured 2.7 on the Richter scale. The Calexico earthquake in March 22, 2002 measured 2.6 on the scale. How many times more intense was the Sierras earthquake than the Calexico earthquake? Round your answer to two decimal places, if necessary.

Answer: _____times more intense

NEW MEXICO HIGHER EDUCATION DEPARTMENT

SUSANA MARTINEZ
GOVERNOR



DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	WESTERN NEW MEXICO UNIVERSITY
Department	MATHEMATICS AND COMPUTER SCIENCE
Course Number, Title, Credits	MATH 1220, COLLEGE ALGEBRA, (4 CREDITS)
Co-requisite Course Number and Title, if any	N/A
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	Shanon Muehlhausen
Email and Phone Number of Contact Person	shanon9909@gmail.com (575) 538-6788

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

MATH 1220, College Algebra

List all learning outcomes that are shared between course sections at your institution.

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

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

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

1. Use function notation; perform function arithmetic, including composition; find inverse functions.
2. Identify functions and their transformations given in algebraic, graphical, numerical, and verbal representations,

and explain the connections between these representations.

3. Graph and interpret key feature of functions, e.g., intercepts, leading term, end behavior, asymptotes.
4. Solve equations algebraically to answer questions about graphs, and use graphs to estimate solutions to equations.
5. Solve contextual problems by identifying the appropriate type of function given the context and creating a formula based on the information given.
6. Communicate mathematical information using proper notation and verbal explanations.

Institution-specific Student Learning Outcomes

Use appropriate technological tools to aid in finding or confirming solutions.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

To demonstrate genre awareness, application, and versatility, students will write up several homework assignments. Each write-up includes explanations using complete sentences in which verbal work is combined with mathematical objects, formulas and procedures.

Answers to any questions posed are included within complete sentences. When performing calculations, students describe the work verbally on each line.

To demonstrate strategies for understanding and evaluating messages students will complete reading quizzes that relate to each major section of the course. The reading quizzes will require students to identify key terms and definitions and to identify key points made in the reading material and examples.

To evaluate the production of arguments students will be required to demonstrate how key theorems relate to basic principles of mathematics and how the structure of the mathematical content builds upon the new ideas that are developed in the course.

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

To demonstrate the components of critical thinking, students will need to solve problems given in a contextual situation. Solving these problems will require that a student: (i) translate a question or task into a mathematical question or task; (ii) glean relevant information from the given description of the problem situation; (iii) make decisions as to which mathematical techniques are most applicable to solving the problem; (iv) verify that the solution makes sense in the problem situation and, if possible, verify any results using an alternative method; and (v) choose appropriate means to communicate the results and solution to the problem.

For example, during the unit on exponential equations, students will: read a problem that is presented verbally and translate the information into algebraic terms; determine how those terms fit within the exponential equation and

what is missing; select and follow a strategy for solving for the unknowns; complete the formula for the equation and use it to solve follow-up questions; translate the quantitative answers into verbal explanations for either informed or uninitiated audiences.

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

This course emphasizes communication and representation of quantitative information across four forms: verbal, algebraic, graphical, and tables of numeric values. A majority of the assignments require translation, often across all four forms in order to: distinguish different applications of a strategy; recognize patterns in different perspectives; and promote more comprehensive understanding of the subject matter.

Students are tasked with problems that they might encounter in a liberal arts career, like population growth or profit optimization. After applying a chosen strategy, they use modern technology to verify and model the solutions, gaining modern, accessible software tools that are valuable in analysis of quantitative arguments and application of quantitative models in the future.

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 the outcomes of the third essential skill. 200 – 300 words.

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

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

E. Supporting Documents (required).

☒ Sample Syllabus Attached ☒ Sample Assessment Attached

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

Link to Institution's General Education Assessment Plan [WNMU GE Assessment Plan](#)

This course meets institutional standards for general education.



Signature of Chief Academic Officer

1/25/2019

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Syllabus for College Algebra

MATH 1220

Fall 2019

Instructor name:

Email:

Office hours:

Course Catalog Description:

The study of equations, functions and graphs, reviewing linear and quadratic functions, and concentrating on polynomial, rational, exponential and logarithmic functions. Emphasizes algebraic problem solving skills and graphical representation of functions.

Required: E-text (which you will purchase online).

Assessment/Evaluation and Grading Scale:

There will be three assessment activities or exams during the semester. Your final grade is composed of:

Assessment and Exams	60%
Assignments, Discussions	40%

Student Learning Outcomes: _____

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

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

Schedule:

1 week		Course Introduction and Skills Review
2 weeks	Unit 1: Linear Functions	Review of Linear functions within the new context of function notation. Emphasis on the importance and application of slope. Review and Assessment.
2 weeks	Unit 2: Functions and Transformations	Exploration of functions features including: domain, range, notation, piece-wise functions. Performing transformations of functions: shifts, reflections, stretches and compressions. Review and Assessment.
4 weeks	Unit 3: Quadratic Functions	Comprehensive study of quadratic functions, their properties, and applications. Review and Assessment.
3 weeks	Unit 4: Exponential Functions	Exploration of exponential functions, their properties, and applications. Review and Assessment.
3 weeks	Unit 5: Logarithmic Functions	Exploration of logarithmic functions, their properties, and applications. Review and Assessment.

Informed Consent:

Some individuals may choose to disclose personal information during class. Therefore, it is important that all classmates agree not to discuss or write about what others have discussed in class.

Integrated Use of Technology:

You will be using Canvas to post discussions, post assignments, and take all quizzes and exams. You will need to learn how to attach documents if you don't already know how to do this.

Disability Support Services:

Services for students with disabilities are provided through the Student Health Center's Disability Support Services office. Some examples of the assistance provided are audio materials for the blind or dyslexic, note takers, readers, audio recorders, and special tutors. In order to qualify for these services, documentation must be provided by certified health care professionals. Disability Support Services information and forms are available by calling 575.538.6014 or emailing dss@wnmu.edu. The Disability Support Services office serves as Western New Mexico University's liaison for students with disabilities.

Academic Integrity:

Each student shall observe standards of honesty and integrity in academic work as defined in the WNMU catalog. Violations of academic integrity include any behavior that misrepresents or falsifies a student's knowledge, skills or ability with the goal of unjustified or illegitimate evaluation or gain.

Generally violations of academic integrity include cheating and plagiarism. Refer to the WNMU catalog for definitions. Penalties for infractions are as follows:

For **Cheating**: Using or attempting to use unauthorized materials and unauthorized collaboration with others, copying the work of another or any action that presents the work of others to misrepresent the student's knowledge:

- *1st infraction: Grade of 0 for assignment;*
- *2nd infraction: Dismissal from the class with grade of F.*

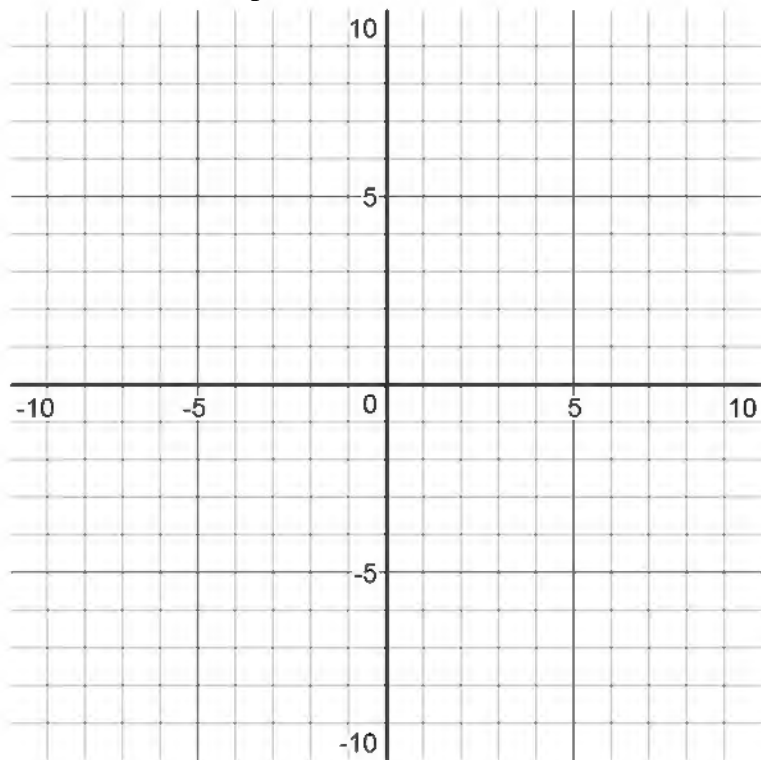
Quadratic Worksheet #1 - College Algebra

1. For the function $y = -(x - 3)^2 + 1$

a. Explain the transformation of x^2 : The graph has been shifted (left/right) _____ units and (up/down) _____ units. It has been reflected over the _____-axis and opens (upward/downward).

b. The vertex is at (____, ____)

c. Graph the function here:



2. For the function $y = (-x + 4)^2 - 3$

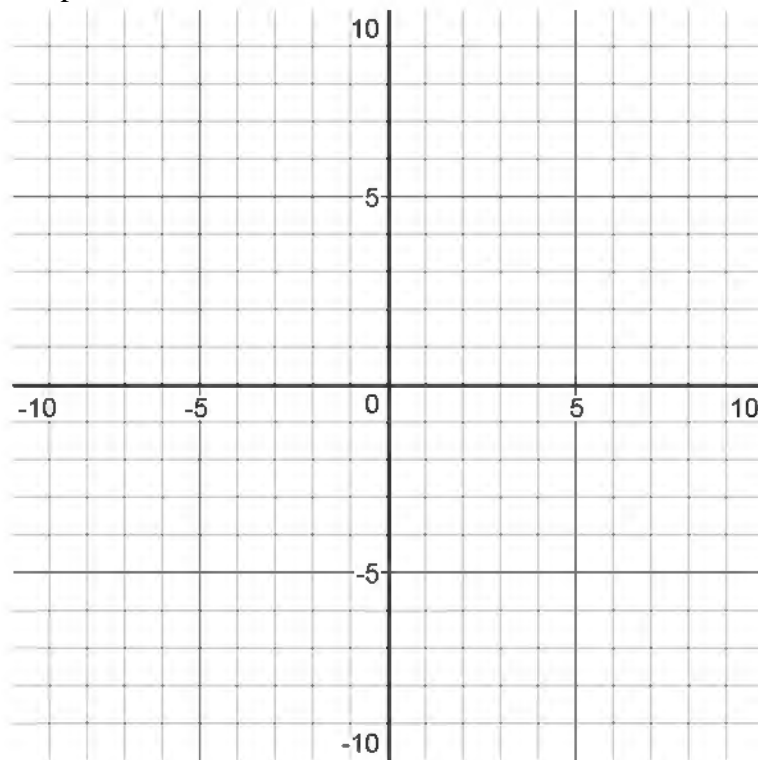
- a. Explain the transformation of x^2 . Be sure to include shifts, reflections, and opening direction. _____

- b. The vertex is at _____

- c. Fill in the following table based on the function:

x	y
0	
-3	
4	

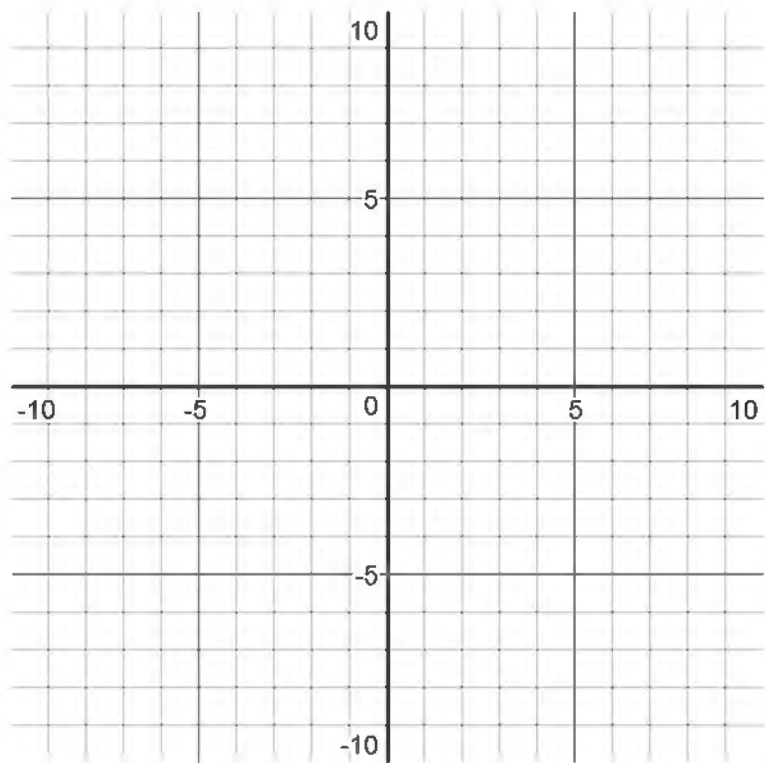
- d. Graph the function:



- e.
3. A graph of x^2 has been shifted 3 units to the left and two units down. It was then reflected across the x-axis.
- a. What are the coordinates of the vertex?

b. Write a function for this graph.

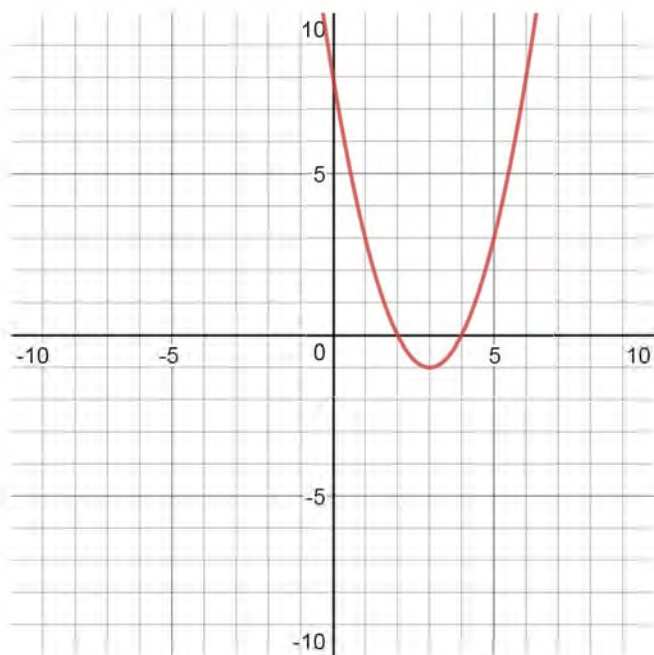
c. Graph the function:



d. Use the graph to fill in the following table:

x	f(x)
-3	
4	
	2

4. The following is a transformation of x^2



- a. What are the coordinates of the vertex?
- b. Fill in the following table based on the graph:

x	f(x)
2	
3	
	3

- c. Write a function for this graph.

College Algebra Test #3

Solve. Give both exact answers and approximate if different.

1. $3^{x+2} = 8$

3. $3 \log (x+2) = 12$

2. $\log_3 x = 4$

4. $5 (2^x) + 2 = 27$

5. The attendance at our conference can be modeled by: $f(x) = 2586 (1.02)^x$ where x is the number of years since the first conference.

a. What was the attendance at the first conference?

b. What is the annual growth rate (as a percent)?

c. What is the expected attendance 10 years in?

d. How many years until the attendance reaches 3200?

6. In the year 2000, there were 200 rare jackalopes left on earth. By the year 2030, it is predicted that there will only be 100 jackalopes remaining.

- a. If this situation were going to be modeled with an exponential function, what is the initial value?
 - b. What does x stand for?
 - c. Write the exponential function that models this situation.
 - d. The population is considered critical when it reaches 154. In what year will this happen?
7. 600 g. of radioactive element is decaying at a rate of 4.2% per year. How long will it take for half of the radioactivity to decay (half-life)?
8. A mutual fund pays 15% per year. Explain in complete sentences what doubling time is and how to find it.

Extra Credit:

1. Jon's savings bond pays 3% per year. How much should he deposit if he wants to have \$5000 in 18 years?

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Santa Fe Community College
Department	Mathematics
Course Number, Title, Credits	MATH 1220 College Algebra
Co-requisite Course Number and Title, if any	None
Is this application for your system (ENMU, NMSU, & UNM)?	n/a
Name and Title of Contact Person	Tracy Roberts, Assistant Professor
Email and Phone Number of Contact Person	Tracy.roberts@sfcc.edu 505 428-1519

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☒ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

List New Mexico Common Course Prefix, Number and Name

List all learning outcomes that are shared between course sections at your institution.

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

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

Learning Outcomes: At the conclusion of this course, the student should be able to:

1. Evaluate and graph piecewise functions and construct the equations for piecewise functions based on their graphs or verbal descriptions
2. Combine functions arithmetically and by composition
3. Determine whether a given function is invertible and, if so, calculate its inverse
4. Evaluate exponential and logarithmic functions
5. Simplify exponential and logarithmic expressions
6. Solve equations that include an exponential or a logarithmic function
7. Solve application problems that involve exponential, logarithmic, and piecewise functions
8. Graph various functions and transform graphs with shifts, vertical reflections, and vertical stretches and shrinks
9. Determine the domains and ranges of given functions and describe important features of their graphs
10. Solve systems of linear equations in three variables

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

Mathematics is a language with its own grammar and vocabulary. Students practice communicating in the language of mathematics, both orally and in written form every class period. Students translate English into math and math into English.

Though there are no papers assigned in this course, there are numerous long application worksheets. Students apply a variety of strategies to evaluate the messages, such as reading for key points, transcribing words into mathematical symbols and equations, and testing their solutions against the context and demands of the problem. In one worksheet students are asked to define the components of functions given various contexts. For example, in a linear business model of a cost function what is the difference between the unit cost and the total cost of manufacturing 500 items? Which costs stay the same and which costs vary?

Students evaluate the process that leads to a solution as a logical argument, and practice discerning where the logic is supported by mathematical properties and where it falls short. For example students might be asked to evaluate the "logic" or reason for common errors, such as $2(3X + 1)$ does not equal $6X + 1$, but why is that a common error?

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

Students state, define and describe the components of word problems appropriate to their context.

In working application problems students gather and evaluate two types of evidence, the evidence that supports their reading of the problem, and the evidence that supports their

processing of the problem, converting it into the appropriate mathematical model.

Students repeatedly practice defending each step of solving any problem, and learning to recognize the logical gaps and guesses, not as flaws, but as important information to their learning process.

Once calculated, solutions are tested and contextualized for meaning. For example, given two different functions for tree growth, what does the base of the exponential function say about the specific species of tree? What does the coefficient say about the size of the given forest, with regards to each specific species of tree?

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

Students represent quantitative information using equations and formulas (examples: cost, revenue, profit, compound interest, exponential growth and decay), as well as line graphs of data corresponding to linear, quadratic, polynomial, exponential or logarithmic models or functions.

Students work in groups, taking turns presenting approaches and strategies to problems, while their group members listen, interpret, analyze and critique the line of reasoning presented. Students demonstrate the techniques of mathematical proof to evaluate whether the components of another student's solution are valid.

Students grapple with application problems from business and science to practice identifying appropriate quantitative models, solving contextual problems, assessing the validity of numeric predictions, as well as ascribing the appropriate conditions for the models to be accurate.

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 the outcomes of the third essential skill. 200 – 300 words.

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

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

E. Supporting Documents

☐ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

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

Link to Institution's General Education Assessment Plan Link to Institution's General Education Assessment Plan
SFCC's general education assessment plan is currently under development. When complete, it will be posted at <https://www.sfcc.edu/quality/learning-assessment/>

This course meets institutional standards for general education.

Maferen
Signature of Chief Academic Officer

1.25.19
Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution **Northern New Mexico College**
Department **Mathematics and Physical Science**
Course Number, Title, Credits **MATH 151, Conceptual Mathematics, 3 credits**
Co-requisite Course Number and Title, if any
Is this application for your system (ENMU, NMSU, & UNM)? **Yes**
Name and Title of Contact Person **David Torres**
Email and Phone Number of Contact Person

davytorres@nnmc.edu 505-747-2174

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☒ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

MATH 1130

List all learning outcomes that are shared between course sections at your institution.

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. Construct and analyze graphs and/or data sets.

2. Use and solve various kinds of equations.
3. Understand and write mathematical explanations using appropriate definitions and symbols.
4. Demonstrate problem solving skills within the context of mathematical applications.

Institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

Students will be asked to construct written responses to a mathematical problem. A purchase of a home will typically require a mortgage. Through their written responses, students will need to understand the variables in the amortization formula. An amortization formula is used to calculate the monthly payment based on a principal, interest rate, frequency of payment, and length of payment. Students will also calculate the total interest paid and the total amount paid over the course of the mortgage based on the values chosen for variables. They will be asked to describe qualitatively and quantitatively in narrative format how the monthly payment changes as the interest rate increases and the length of the mortgage increases. They will also describe in narrative format how the total amount paid (interest and principal) changes as the interest rate increases and the length of the mortgage increases. Students will thus view their results from multiple perspectives, thereby addressing application and versatility. Students will also read and interpret a graph displaying the total amount paid (interest and principal) over the course of the mortgage as a function of the length of the mortgage. A second graph representing the mortgage payment will be displayed and need to be consulted in order to correctly respond to the problem's description. In addition, a graph showing the principal owed as a function of the years mortgage paid will need to be read and interpreted. Responses will be expected in narrative form and demonstrate that while a mortgage payment may decrease, the overall amount paid will increase. Thus strategies for understanding and evaluating messages will be required.

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

Students will be required to gather information from the description of the problem. Problem setting will be assessed by requiring that students determine the principal, interest rate, frequency of payment, and length of payment from the description of the problem. Evidence evaluation will be assessed by requiring students to use the information in a formula. The formula will require that students use mathematical order of operations correctly (parenthesis, exponents, multiplication, division, addition, and subtraction PEMDAS) to compute the monthly payment. Reasoning will be assessed by requiring students to read and interpret a graph displaying the total amount paid (interest and principal) over the course of the mortgage as a function of the length of the mortgage. A second graph representing the mortgage payment will be displayed and need to be consulted in order to correctly respond to the problem. In addition, a graph showing the principal owed as a function of the years mortgage paid will need to be read and interpreted. Thus students will draw conclusions from the graphs. Students will need to demonstrate that while a mortgage payment may decrease by electing a longer length of payment, the overall amount paid will increase. In addition, reasoning will be assessed by determining if students realize that half the mortgage will not be paid in half the length of the mortgage term.

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

Quantitative reasoning will be used in collecting data, processing and analyzing the data using formulas, and interpreting graphs. Representation of quantitative information will be assessed by requiring students to determine the principal, interest rate, frequency of payment, and length of payment from the description of the problem. Analysis of quantitative information will be assessed by requiring students to use the information in a formula. The formula will require that students use mathematical order of operations correctly (parenthesis, exponents, multiplication, division, addition, and subtraction PEMDAS) to compute the monthly payment. Analysis of quantitative data will be assessed by requiring students to read and interpret a graph displaying the total amount paid (interest and principal) over the course of the mortgage as a function of the length of the mortgage. A second graph representing the mortgage payment will be displayed and need to be consulted in order to correctly respond to the problem. In addition, a graph showing the principal owed as a function of the years mortgage paid will need to be read and interpreted. Thus students will apply a quantitative model and draw conclusions. They will need to demonstrate that while a mortgage payment may decrease by electing a longer length of payment, the overall amount paid will increase. In addition, application of quantitative information will be further assessed by determining if students realize that half the mortgage will not be paid in half the total length of the mortgage term.

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 the outcomes of the third essential skill. 200 – 300 words.

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

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

E. Supporting Documents

☐ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

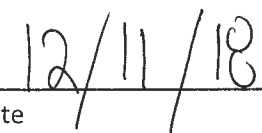
F. Assessment Plan (Must be on file with HED by August 1, 2019)

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 meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Conceptual Mathematics Sample Assessment

Suppose you purchase a new home for \$200,000 with a 5% mortgage interest rate. Calculate your monthly payment using the amortization formula

$$b = \frac{rP}{n \left[1 - \left(1 + \frac{r}{n} \right)^{-nt} \right]}$$

In the formula, b is the payment to be made n times a year, r is the interest rate in decimal form, P is the principal loan amount, and t is the mortgage contract length. For example, a monthly payment for a 30 year mortgage would require one to set $n = 12$, $t = 30$, and $P = 200,000$. Make sure you use the order of operations correctly when simplifying your answer.

Consult Figure 1. Does your calculated monthly mortgage payment agree with Figure 1? What is the total amount you end up paying for the home (interest + principal) after the 30 year term? How much interest would you pay? Suppose you chose a 20 year mortgage term. Estimate your monthly payment and total amount paid from the graph. Suppose you chose a 10 year mortgage term. Estimate your monthly payment and total amount paid from the graph. Summarize in narrative form how the mortgage payment and the total amount paid are affected by the length of the mortgage term.

Consult Figure 2 which pertains to a \$200,000, 30 year mortgage at a 5% interest rate. Estimate the number of years it takes to pay off half the principal? How much of the principal remains after ten years? Based on the graph, does the homeowner or the bank benefit if the homeowner sells the home in the first five years.

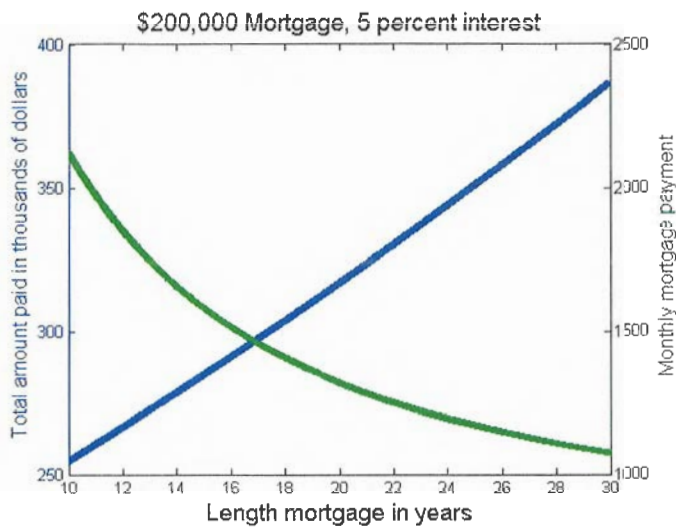


Figure 1: Total amount paid and monthly mortgage payment as a mortgage contract

function of length of

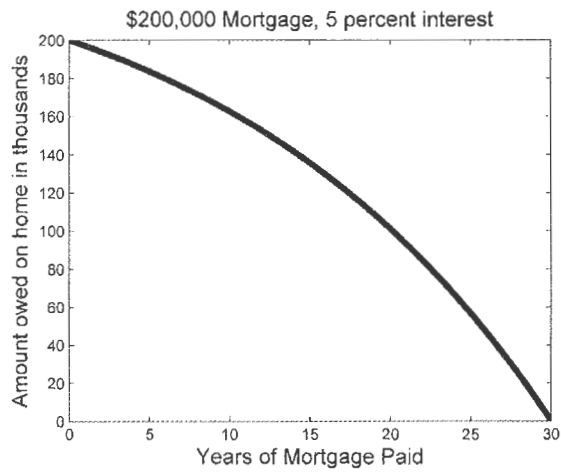


Figure 2: Remaining principal as a function of years of mortgage paid

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CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Eastern New Mexico University-Roswell
Department	Math
Course Number, Title, Credits	Math 1220 (119), College Algebra
911	None
Is this application for your system (ENMU, NMSU, & UNM)?	No
Name and Title of Contact Person	Cory Cogdill
Email and Phone Number of Contact Person	cory.cogdill@roswell.enmu.edu 575-624-7241

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☒ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

Math 119 (1220) College Algebra

List all learning outcomes that are shared between course sections at your institution.

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

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

Institution-specific Student Learning Outcomes

1. use interval notation to express unions, intersections, and solutions to inequalities 2. apply the change-of-base property to solve exponential and logarithmic equations 3. solve applied problems using exponential growth/decay and logistic growth models 4. classify systems of equations in two variables according to the number of solutions 5. solve systems of equations in two and three variables

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

By the end of this course students will explore the uses of math in everyday life and practice mathematical thinking to see the world from an analytical perspective. Spoken, written, and symbolic mathematical language will be used to solve a variety of problems through demonstration and practice. Students will be asked to share the skills they have developed through group learning activities that require that students talk to one another, applying and analyzing the thought processes necessary to solve complex problems. Students will present solutions to problems both orally and visually to one another to demonstrate other perspectives for visualizing content. At the end of each class, students will take 3-5 minutes each to explain a concept or problem similar to that which was presented in class. There will be two groups and each person will explain a specific concept or problem similar to one presented in lecture to one person. After the time has expired, the next person will demonstrate and explain the solution to another problem presented by the instructor. This paired response should stimulate important discussions and help students who are struggling to see concepts from a different perspective. At the end of the discussion time, we will survey students and record the number of correct answers that followed the discussion. This record will be submitted to our Gen. Ed program assessment committee for institutional skill assessment review.

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

By the end of this course students will be exposed to many mathematical concepts that require them to use critical thinking. For example, in graphing a quadratic equation, students will determine the roots (zeros) of a function and what they can tell us about where an object in freefall hits the ground when acceleration is due only to gravity. In addition, students will see how the trajectory of an object can be plotted as a function of time and how height can be determined at any point along the path. Students will demonstrate their knowledge of functions, inverse function, combinations of functions by thinking critically then

communicating in symbolic or graphical form through the online learning tools developed by the publisher to demonstrate proficiency in homework assessments. Students will draw pictures to illustrate examples. Students will adopt new perspectives in problem solving. They will work problems backwards. They will use logical reasoning and guess and check approaches. They will sometimes use a variable to solve a word problem. They will account for a variety of possible outcomes. All of these skills will be assessed through the online learning tools developed by the publisher to get credit for the homework. In addition, they will be assessed by chapter tests on the skills developed throughout the semester. Finally, students will be assessed for critical thinking skills at the end of the course by means of a final exam that covers content and skills developed throughout the semester. The learning outcomes vary from chapter to chapter but critical thinking is the basis for mathematics and problem solving.

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

By the end of this course students will have to demonstrate a mastery of a variety of quantitative skills related to math literacy, quantitative reasoning, graphical analysis of linear, quadratic and higher power functions; all which require quantitative argument, analysis, and reasoning. For example, when calculating the solutions to a two variable word problem, students will need to translate the words in the sentence into mathematical language, then set up a system of equations, solve for the variables by substitution or elimination, then record or communicate their answer in a meaningful manner. The way in which these skills are assessed are primarily through formal summative assessments at the end of chapters or modules; however there are opportunities for growth via the online learning tools developed by the publisher via the homework assignments. Pearson's MyMathLab is designed to assess learning while providing opportunity for growth without penalty via the "View Example" tools in the homework assignments. These tools within the software explain step by step a solution, as students build the skills to properly demonstrate mastery on chapter tests. Once a student is satisfied with a homework score of 80% or better they are more likely able to pass the chapter tests at 70% or better. In addition to homework and chapter tests, learning is assessed through a comprehensive final exam.

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

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

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

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

E. Supporting Documents

☐ **Sample Course Rubric Attached** (recommended) ☒ **Sample Assessment Attached** (required)

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

[Link to Institution's General Education Assessment Plan](#) Click here to enter text.

This course meets institutional standards for general education.

For Ken McGuire - Shawn Powell
Signature of Chief Academic Officer *President, ENMU-R*

11/7/19
Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Name _____

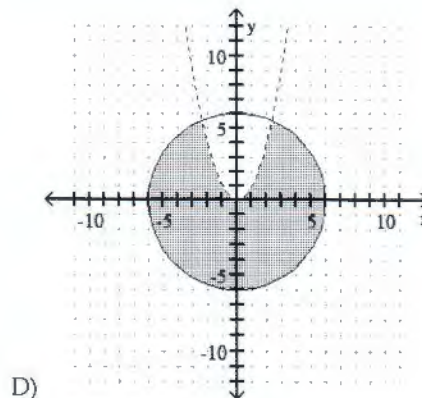
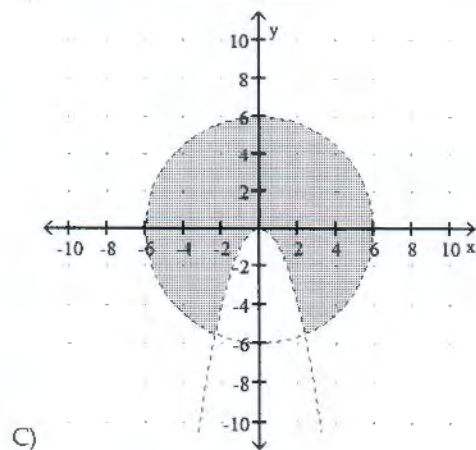
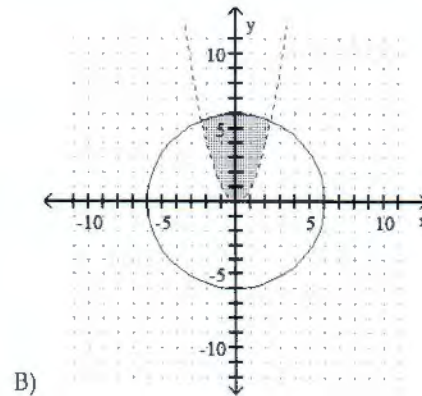
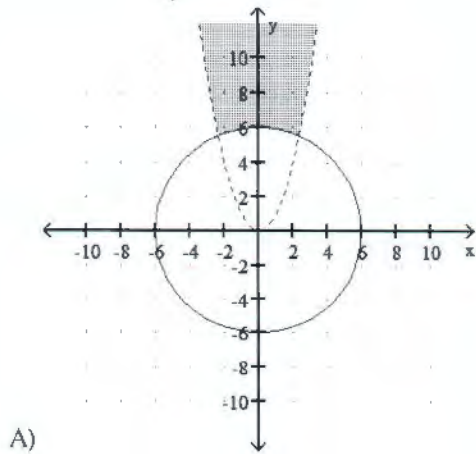
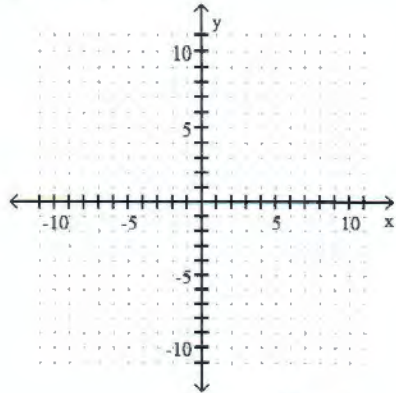
MULTIPLE CHOICE. Choose the one alternative that best completes the statement or answers the question.

Graph the solution set of the system of inequalities or indicate that the system has no solution.

1) $x^2 + y^2 \leq 36$

$y - x^2 > 0$

1) _____



Solve the system by the addition method.

2) $2x - 7y = 33$

$5x + 3y = -20$

A) $\{(1, -5)\}$

B) $\{(-1, 5)\}$

C) $\{(-1, -5)\}$

D) $\{(1, 5)\}$

2) _____

Solve the system of equations by the substitution method.

3)

$y = 5x - 9$

$y = 7x - 10$

A) $\left\{\frac{1}{2}, -\frac{13}{2}\right\}$

B) $\{(1, -4)\}$

C) $\left\{-\frac{13}{2}, \frac{1}{2}\right\}$

D) \emptyset

3) _____

Solve the logarithmic equation. Be sure to reject any value that is not in the domain of the original logarithmic expressions. Give the exact answer.

4) $\log_9 11 + \log_9 x = 1$

A) $\left\{\frac{9}{11}\right\}$

B) $\left\{\sqrt[11]{9}\right\}$

C) $\left\{\frac{1}{11}\right\}$

D) $\left\{\frac{11}{9}\right\}$

4) _____

Solve the exponential equation. Express the solution set in terms of natural logarithms.

5) $e^{4x} = 7$

A) $\left\{\frac{\ln 7}{4}\right\}$

B) $\left\{\frac{7}{4}e\right\}$

C) $\left\{\frac{\ln 4}{7}\right\}$

D) $\{4 \ln 7\}$

5) _____

Use properties of logarithms to expand the logarithmic expression as much as possible. Where possible, evaluate logarithmic expressions without using a calculator.

6) $\log_b \left(\frac{xy^6}{z^3} \right)$

A) $\log_b x + \log_b y^6 - \log_b z^3$

B) $\log_b x + 6 \log_b y - 3 \log_b z$

C) $\log_b x + \log_b y^6 + \log_b z^3$

D) $\log_b x + 6 \log_b y + 3 \log_b z$

6) _____

Use the compound interest formulas $A = P \left(1 + \frac{r}{n}\right)^{nt}$ and $A = Pe^{rt}$ to solve.

7) Find the accumulated value of an investment of \$5000 at 9% compounded continuously for 6 years.

A) \$7700.00

B) \$8680.03

C) \$8580.03

D) \$8385.50

7) _____

Approximate the number using a calculator. Round your answer to three decimal places.

8) $e^{3.9}$

A) 10.601

B) 49.702

C) 40.428

D) 49.402

8) _____

Solve the polynomial equation. In order to obtain the first root, use synthetic division to test the possible rational roots.

9) $2x^3 - 13x^2 + 22x - 8 = 0$

A) $\{2, 1, 2\}$

B) $\left\{\frac{1}{2}, 2, 4\right\}$

C) $\left\{-\frac{1}{2}, 2, -4\right\}$

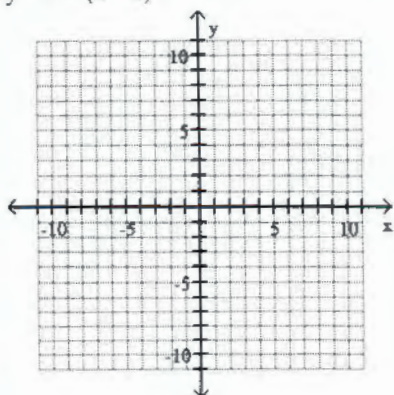
D) $\{-2, 1, -2\}$

9) _____

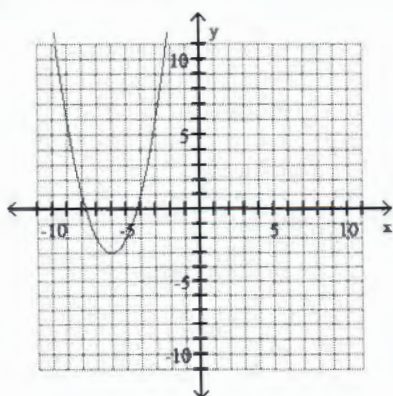
Use the vertex and intercepts to sketch the graph of the quadratic function.

10) $y + 3 = (x + 6)^2$

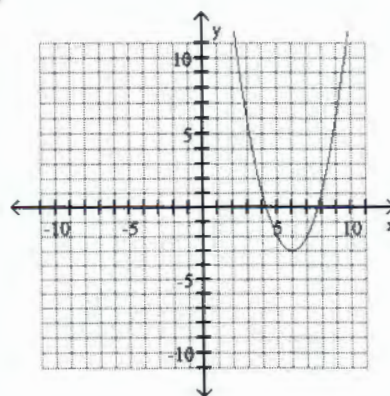
10) _____



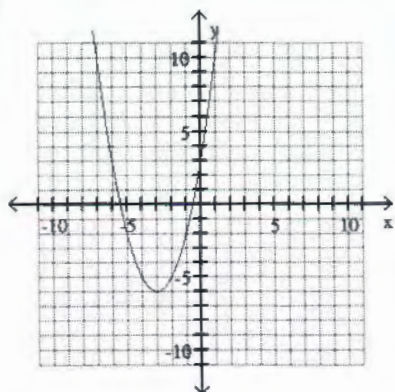
A)



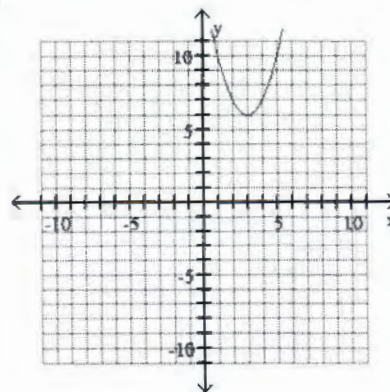
B)



C)

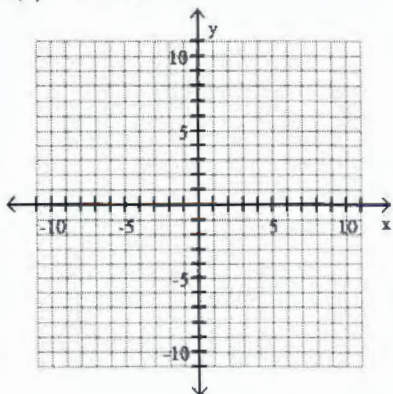


D)

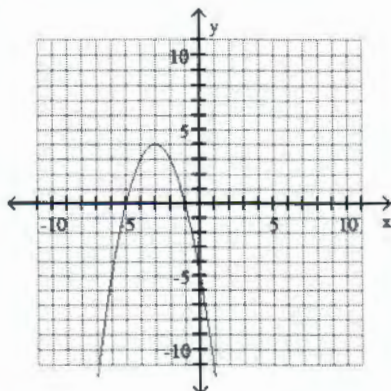


11) $f(x) = x^2 + 6x + 5$

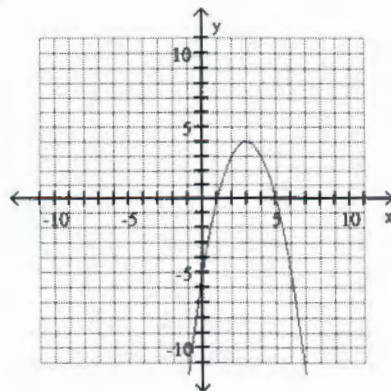
11) _____



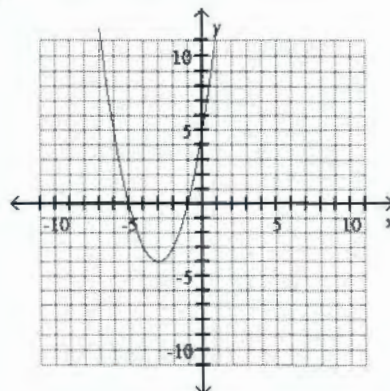
A)



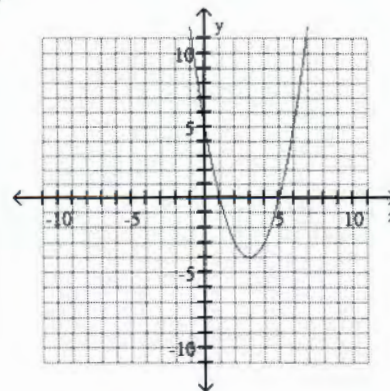
C)



B)



D)



Use the Rational Zero Theorem to list all possible rational zeros for the given function.

12) $f(x) = x^5 - 5x^2 + 4x + 15$

12) _____

A) $\pm 1, \pm \frac{1}{5}, \pm \frac{1}{3}, \pm \frac{1}{15}, \pm 5, \pm 3, \pm 15$

B) $\pm 1, \pm 5, \pm 3$

C) $\pm 1, \pm 5, \pm 3, \pm 15$

D) $\pm 1, \pm \frac{1}{5}, \pm \frac{1}{3}, \pm \frac{1}{15}$

Use the given conditions to write an equation for the line in point-slope form.

13) Passing through $(-4, -3)$ and $(-8, -6)$

A) $y + 3 = \frac{3}{4}(x - 4)$ or $y + 6 = \frac{3}{4}(x + 3)$

B) $y + 3 = \frac{3}{4}(x + 4)$ or $y + 6 = \frac{3}{4}(x + 8)$

C) $y - 3 = \frac{3}{4}(x - 4)$ or $y - 6 = \frac{3}{4}(x - 8)$

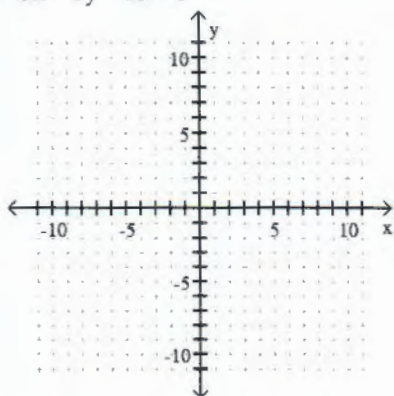
D) $y + 3 = \frac{3}{4}(x + 8)$ or $y + 6 = \frac{3}{4}(x + 4)$

13) _____

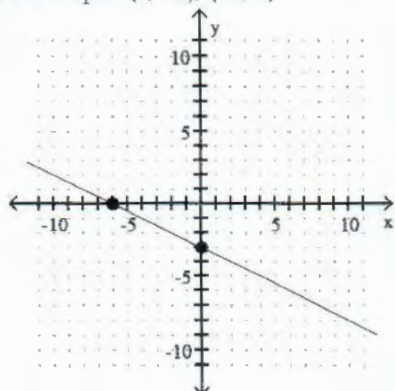
Graph the linear function by plotting the x- and y-intercepts.

14) $-3x - 6y - 18 = 0$

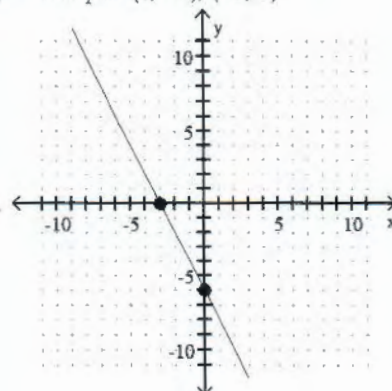
14) _____



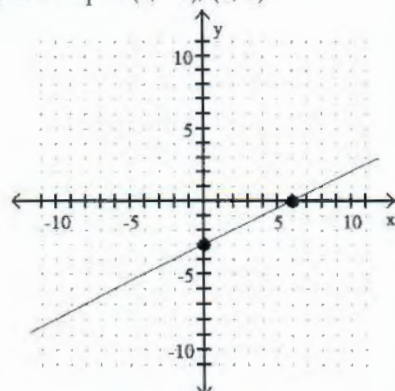
A) intercepts: $(0, -3)$, $(-6, 0)$



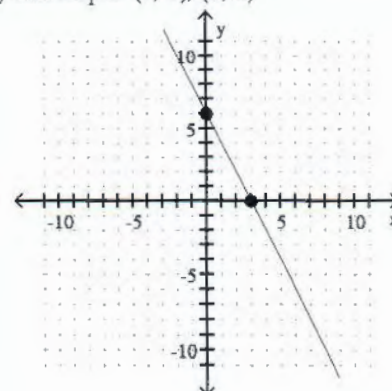
B) intercepts: $(0, -6)$, $(-3, 0)$



C) intercepts: $(0, -3)$, $(6, 0)$



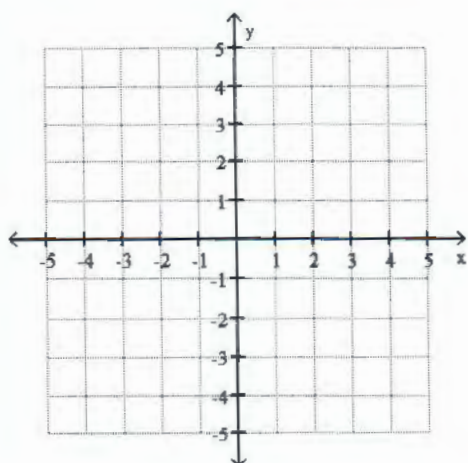
D) intercepts: $(0, 6)$, $(3, 0)$



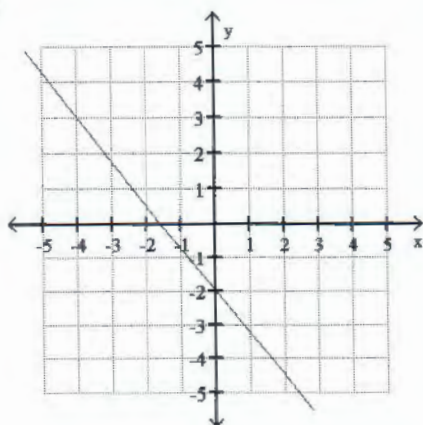
Graph the equation.

15) $4x - 5y + 8 = 0$

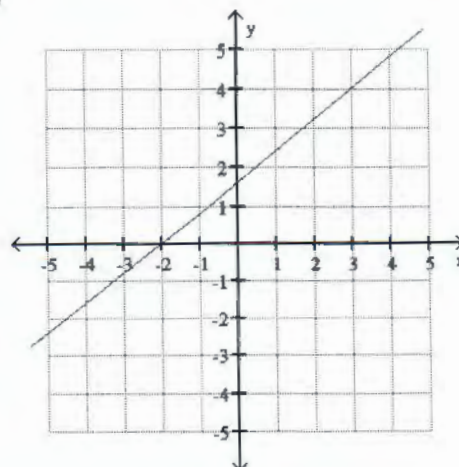
15) _____



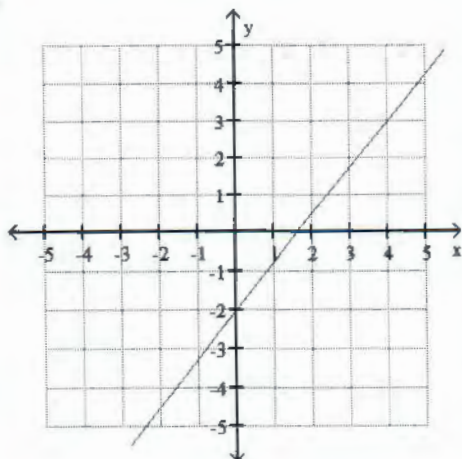
A)



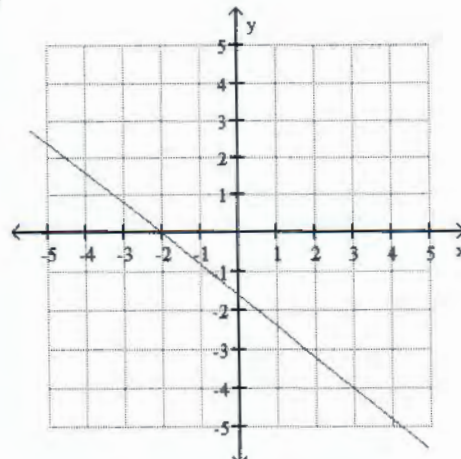
B)



C)



D)



Use the given conditions to write an equation for the line in the indicated form.

- 16) Passing through (3, 4) and perpendicular to the line whose equation is $y = 6x + 7$;
point-slope form

16) _____

A) $y - 4 = -6x - 27$

B) $y - 3 = \frac{1}{6}(x - 4)$

C) $y - 4 = -\frac{1}{6}(x - 3)$

D) $y - 4 = \frac{1}{6}(x + 3)$

Solve the radical equation, and check all proposed solutions.

17) $x - \sqrt{3x - 2} = 4$

17) _____

A) {9}

B) {1, 2}

C) {2, 9}

D) {-1}

Solve the polynomial equation by factoring and then using the zero product principle.

18) $x^3 + 9x^2 + 20x = 0$

18) _____

A) {0, 4, 5}

B) {-4, -5}

C) {0, -4, -5}

D) {4, 5}

Solve the equation using the quadratic formula.

19) $x^2 + 5x + 5 = 0$

19) _____

A) $\left\{ \frac{5 - \sqrt{5}}{2}, \frac{5 + \sqrt{5}}{2} \right\}$

B) $\left\{ \frac{-5 - 3\sqrt{5}}{2}, \frac{-5 + 3\sqrt{5}}{2} \right\}$

C) $\left\{ \frac{-5 - \sqrt{5}}{10}, \frac{-5 + \sqrt{5}}{10} \right\}$

D) $\left\{ \frac{-5 - \sqrt{5}}{2}, \frac{-5 + \sqrt{5}}{2} \right\}$

Solve the equation by completing the square.

20) $x^2 + 8x + 25 = 0$

20) _____

A) $\{-4 \pm 9i\}$

B) $\{-7, -1\}$

C) $\{-4 \pm 3i\}$

D) $\{-4 + 3i\}$

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Eastern New Mexico University
Department	Mathematics
Course Number, Title, Credits	MATH 1130, Survey of Mathematics, 4
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	No
Name and Title of Contact Person	Dr. Regina Aragon, Chair of Mathematical Sciences
Email and Phone Number of Contact Person	Regina.Aragon@enmu.edu 575-562-2328

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

MATH 1130, Survey of Mathematics

List all learning outcomes that are shared between course sections at your institution.

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

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

1. Construct and analyze graphs and/or data sets. a. Gather and organize information. b. Understand the purpose and use of various graphical representations such as tables, line graphs, tilings, networks, bar graphs, etc. c. Interpret results

through graphs, lists, tables, sequences, etc. d. Draw conclusions from data or various graphical representations. 2. Use and solve various kinds of equations. a. Understand the purpose of and use appropriate formulas within a mathematical application. b. Solve equations within a mathematical application. c. Check answers to problems and determine the reasonableness of results. 3. Understand and write mathematical explanations using appropriate definitions and symbols. a. Translate mathematical information into symbolic form. b. Define mathematical concepts in the student's own words. c. Use basic mathematical skills to solve problems. 4. Demonstrate problem solving skills within the context of mathematical applications. a. Show an understanding of a mathematical application both orally and in writing. b. Choose an effective strategy to solve a problem. c. Gather and organize relevant information for a given application.

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

Throughout the course, students are introduced to and are required to use appropriate mathematical terms and vernacular when communicating mathematically. Whether that be in translating mathematical applications into appropriate equations for solving, or using new/appropriate terminology when communicating orally with other students during small group work. Students are also required to interpret results and identify mathematical relationships in a written/short answer format. Students are also introduced to and use computer aided software in data analysis. This medium allows students the chance to interpret and communicate results utilizing a new format. Each individual instructor assesses students' development and understanding throughout the course with written homework and unit exams. The department uses a Common Final Exam with a common grading rubric to assess students' knowledge and communication skills in the areas listed above.

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

Students are presented with mathematical applications in the areas of Finance, Set Theory with Venn Diagrams, Survey Analysis, Probability, and Statistics with numerical/graphical analysis of data sets to include Linear Regression. Students, in each area, must read to delineate the problem, determine the unknown, identify all pertinent information provided by the problem, apply appropriate problem solving techniques/formulas to find a solution, and then verify the reasonableness of their solution. Through the use of in class discussions and small group work, students discuss and explore techniques in identifying relevant information, best approaches to problem solving and viable alternatives to finding the solution. In areas such as Set Theory and Survey Analysis, different approaches to solving the same problem are explored, while in the areas of Statistics and Linear Regression, interpretation of results are the focus.

Each individual instructor assesses students' development and understanding throughout the course with written homework and unit exams. The department uses a Common Final Exam with a common grading rubric to assess students' knowledge and critical thinking skills in the areas listed above.

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

Students will express quantitative information symbolically, graphically, orally and in written format when solving problems throughout this course. Students will convert statements and sets into Venn diagrams, translate mathematical applications into appropriate algebraic equations for solving, convert data into different graphical representations for analysis, and use correct mathematical vernacular when explaining and interpreting solutions. In the area of Finance, students will apply appropriate quantitative models to real- world problems. Students learn how to calculate mortgage and car payments, interest for mutual funds and savings accounts, and credit card debt/number of payments. Students create a budget based on their personal needs and explore areas to improve financial responsibility.

Each individual instructor assesses students' development and understanding throughout the course with written homework and unit exams. The department uses a Common Final Exam with a common grading rubric to assess students' knowledge and quantitative reasoning skills in the areas listed above.

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 the outcomes of the third essential skill. 200 – 300 words.

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

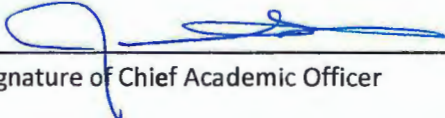
E. Supporting Documents

☒ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

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

Link to Institution's General Education Assessment Plan [Click here to enter text.](#)

This course meets institutional standards for general education.



Signature of Chief Academic Officer

11/23/19

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

1. Using the given sets, answer the following questions. Use **roster notation** when applicable.

$$U = \{x | x \text{ is an integer and } 0 \leq x \leq 10\}$$

$$A = \{0, 2, 4, 5, 6, 8\}$$

$$B = \{1, 3, 5, 6, 7\}$$

- Draw a Venn diagram using the given sets.
 - $A \cup B$
 - $A \cap B$
 - A'
 - $A' \cap B'$ (Hint: De Morgan's Law)
2. Use the given set to solve each problem.

$$H = \{3, 5, 7\}$$

- Find $|H|$.
 - List all the subsets of H .
 - Determine the number of proper subsets of H .
3. Consider the frequency distribution. Draw a **Frequency Bar Graph**. Be sure to label both axes.

Grade	Frequency
A	10
B	6
C	16
D	4
F	12

4. Rachel is purchasing a new camera that costs \$2800 for her photography business. Rachel uses a credit card that has an APR of 16.75%. How long will it take her to pay off the camera if she makes monthly payments of \$120? **Express your answer in years.**
5. Suppose you want to purchase a new car. The full purchase price of the car is \$32,500. You decide to accept the \$2000 instant rebate the dealer is offering and will get 3.25% financing. (HINT: An instant rebate reduces the price of the car by the amount of the rebate just like a down payment)
- Calculate the monthly payment for a 5 year loan. Round your answer to the nearest cent.
 - What is the APY of this loan? (**Round to four decimal places.**)

6. Starting at age 25, Selena invests \$250 each month in an IRA with an APR of 4.75% compounded monthly.
- How much money will be in Selena's retirement account when she retires at the age of 65? Round your answer to the nearest cent.
 - How much interest did Selena earn on her retirement account? Match the following sampling techniques with their definition.
7. Match the following sampling techniques with their definition.

___ Convenience Sample

___ Cluster Sample

___ Systematic Sample

___ Random Sample

a. The population is already divided into groups that are similar to the entire population. The researcher randomly selects some of the groups and data is collected from every member of the group.

b. Every n th member of the population is chosen.

c. Sample is chosen based on what is easiest for the researcher.

d. Every member of the population has an equal chance of being selected for the sample.

e. The population is divided, by the researcher, into two or more subgroups that share similar characteristics. A random sample from each subgroup is then selected.

8. Consider the following table of sample data values. **Complete the table.**

- Calculate the mean.
- Determine the median.
- Determine the mode.
- Calculate the range.

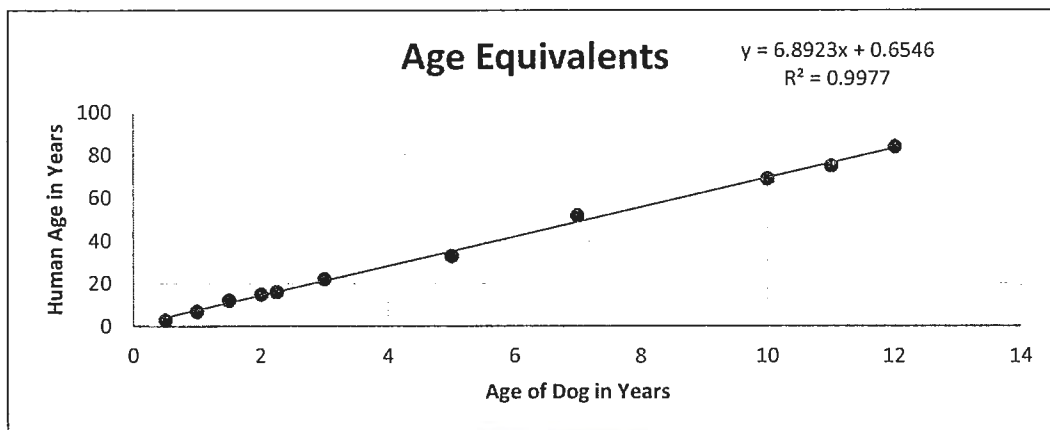
x	x^2
7	
3	
3	
6	
8	
$\sum x =$	$\sum x^2 =$

e. Calculate the standard deviation using $s = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{n}}{n-1}}$

9. For a population of birds, the average egg length is $\mu = 54$ mm with $\sigma = 1.4$ mm.

- Calculate the z-score for an egg that is 56mm long, using $z = \frac{x-\mu}{\sigma}$.
- Using the **z-score table**, determine the percentage of egg lengths that lie below the z-score you found in part a. Draw and Shade the distribution.

10. Using the graph below, answer the following questions.



- Identify the slope and y intercept for the regression equation. Using the information provided by the graph, interpret the slope.
- What is the r value? Given $n = 11$ and a 0.05 level of significance, is the regression equation appropriate for making predictions? Explain.
- Using the regression line equation, determine the Human Age Equivalent of a dog that is 8 years old.

11. There are 15 tenured faculty in the biology department on campus. The department needs **one** tenured faculty member to facilitate undergraduate research, **one** member to supervise graduate advising, and **one** to coordinate grant proposals. In how many ways can these tasks be assigned, if a member may be appointed to only one duty?
12. When you walk into the student lounge you notice whether the light switch is ON (N) or OFF (F), and whether the TV is on channel 4, 5, 13, 25, or 45.
- List the sample space using N for “ON” and F for “OFF”.
 - Let $A = \{\text{light is on and TV channel is 13 or greater}\}$. List the outcomes that are in A .
 - Find the probability of Event A or $P(A)$.
 - Find the probability of Event A not happening, or $P(A^c)$, using the Complement Rules of Probability.
13. How many four digit codes can be made from the digits 0 through 5 if the first digit is not allowed to be a 0 and the digits are not allowed to repeat?
14. Consider the table below.

Player	Team	GP	PTS	FG Made	FG Attempts	3-Pointers Made	3-Pointers Attempted	Free Throws Made	Free Throws Attempted
Curry	GSW	20	486	150	218	62	80	44	49

- Determine Curry's **PPG** average.
- Determine Curry's **FG%**.

MATH 1130 Assessment

Semester: _____

Please enter the number of students who fall into each category. Please use number of students, not percents. You can submit a paper copy or enter your numbers in this spreadsheet.

Instructor: _____

Date: _____

Number of Students Assessed: _____

Essential Skill: Communication	Emerging	Developing	Proficient
<i>Genre and Medium Awareness, Application, and Versatility.</i>	Students can correctly identify mathematical definitions and terminology.	Emerging skills plus: Students can correctly use mathematical definitions and terminology to solve problems.	Developing skills plus: Students can interpret and communicate results using different mediums.
Final Exam Question 7: Match Sampling Strategies with their definitions. Final Exam Questions 10: Identify the slope and y-intercept from a scatterplot with a regression line and equation. Interpret slope. Calculate the r-value from the scatterplot's r-squared. Determine if the r is significant. Use the regression equation to make a prediction.			
Essential Skill: Quantitative Reasoning	Emerging	Developing	Proficient
<i>Communication/Representation of Quantitative Information.</i>	Students explain the meaning of graphs, numbers, or algebraic symbols within a given context.	Emerging skills plus: Students translate mathematical graphs and/or symbols into written language, translate written language into mathematical symbols and/or graphs.	Developing skills plus: Students integrate written and mathematical constructs in describing particular contexts.
Final Exam Question 1: Create a Venn Diagram from sets. Find the union, intersection, complement, and intersection of complements.			
Final Exam Question 2: Find the Cardinal number of a set, the subsets of a set, and the number of proper subsets of a set.			
Final Exam Question 3: Draw a Frequency Bar Graph from a Frequency Distribution.			
Final Exam Question 11: List the sample space described. Show an event in roster notation. Find the probability of an event and the probability of its complement.			
<i>Application of Quantitative Models</i>	Students identify, describe, and classify quantitative information needed to address contextual problems.	Emerging skills plus: Students identify appropriate mathematical or statistical models to represent quantitative information in contextual problems; apply those models to generate numeric predictions.	Developing skills plus: Students assess the validity of numeric predictions and correct unreasonable findings; analyze and interpret results; use them in a quantitative argument to support a position or line of reasoning or solve a contextual problem.
Final Exam Question 8: Calculate the mean, median, mode, range and standard deviation from sample data.			

Final Exam Question 9: Calculate the z-score for a particular data point. Draw the distribution. Find the percentage of data values below/above the score.			
Final Exam Questions 10: Identify the slope and y-intercept from a scatterplot with a regression line and equation. Interpret slope. Calculate the r-value from the scatterplot's r-squared. Determine if the r is significant. Use the regression equation to make a prediction.			
Final Exam Question 14: Use data for a basketball player to calculate player stats.			
Essential Skill: Critical Thinking	Emerging	Developing	Proficient
<i>Problem Solving</i>	Students state problem/question appropriate to the context.	Emerging skills plus: Students define an open ended problem/question appropriate to the context.	Developing skills plus: students choose the correct formula(s) based on the context of the open ended problem/question.
Final exam Question 4: Find the number of months to pay off a credit card debt.			
Final Exam Question 5: Find the monthly payment for the car loan described. Find the APY for a car loan.			
Final Exam Question 6: Find the value of an annuity at retirement. Calculate the amount of interest earned on the annuity.			
Final Exam Question 11: Find a permutation based on a word problem.			
Final Exam Question 13: Use the fundamental counting principle to determine the number of passcodes.			
<i>Evidence Acquisition</i>	Students gather and identify pertinent information to solve the problem.	Emerging skills plus: Students apply the pertinent information to the appropriate formula(s).	Developing skills plus: Students perform the necessary calculations to find a solution.
Final exam Question 4: Find the number of months to pay off a credit card debt.			
Final Exam Question 5: Find the monthly payment for the car loan described. Find the APY for a car loan.			
Final Exam Question 6: Find the value of an annuity at retirement. Calculate the amount of interest earned on the annuity.			
Final Exam Question 11: Find a permutation based on a word problem.			
Final Exam Question 13: Use the fundamental counting principle to determine the number of passcodes.			

<i>Reasoning/Conclusion</i>	Students can sometimes identify common logical flaws within calculations.	Emerging skills plus: Students can sometimes employ evidence and reasoning to determine if their solution is reasonable.	Developing skills plus: Students can employ evidence and reasoning to make corrections to their solution when necessary.
Final exam Question 4: Find the number of months to pay off a credit card debt.			
Final Exam Question 5: Find the monthly payment for the car loan described. Find the APY for a car loan.			
Final Exam Question 6: Find the value of an annuity at retirement. Calculate the amount of interest earned on the annuity.			
Final Exam Question 11: Find a permutation based on a word problem.			
Final Exam Question 13: Use the fundamental counting principle to determine the number of passcodes.			

NEW MEXICO HIGHER EDUCATION DEPARTMENT

SUSANA MARTINEZ
GOVERNOR



DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	New Mexico Junior College
Department	Mathematics
Course Number, Title, Credits	MATH 1130, Survey of Mathematics, 3
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Charlotte Schmitz, Professor of Mathematics and Assessment Coordinator
Email and Phone Number of Contact Person	cschmitz@nmjc.edu , 575-492-2817

Was this course previously part of the general education curriculum?

☐ Yes ☒ No

This course will fulfill general education requirements for (check all that apply):

☒ AA ☒ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

MATH 1130, Survey of Mathematics

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes

CCNS outcomes listed here will NMJC's specific course outcomes as of Fall 2019:

1. Construct and analyze graphs and/or data sets. a. Gather and organize information. b. Understand the purpose and use of various graphical representations such as tables, line graphs, tilings, networks, bar graphs, etc. c. Interpret results through graphs, lists, tables, sequences, etc. d. Draw conclusions from data or various graphical representations.
2. Use and solve various kinds of equations. a. Understand the purpose of and use appropriate formulas within a mathematical application. b. Solve equations within a mathematical application. c. Check answers to problems and determine the reasonableness of results.
3. Understand and write mathematical explanations using appropriate definitions and symbols. a. Translate mathematical information into symbolic form. b. Define mathematical concepts in the student's own words. c. Use basic mathematical skills to solve problems.
4. Demonstrate problem solving skills within the context of mathematical applications. a. Show an understanding of a mathematical application both orally and in writing. b. Choose an effective strategy to solve a problem. c. Gather and organize relevant information for a given application

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

Survey of Mathematics will have a focus on use of numerical, logical, graphical and symbolic mathematics. Students will be expected to demonstrate proper use of notation for each topic and context.

"Genre and Medium Awareness" will be of particular focus in the study of Set Theory and Logic. (CCNS outcomes 3 and 4)

"Strategies for Understanding and Evaluating Message" will be developed in the first chapter, called Critical Thinking and Problem Solving. It will be further developed in topics such as Probability and Statistics. (CCNS outcomes 1 and 4)

"Evaluation and Production of Arguments" will be developed through the brief study of Logic and by the variety of other applications covered in the course. (CCNS outcomes 1, 2, 3 and 4)

Students will have opportunity to develop mathematical communication skills throughout the entire course. Students are initially assessed using practice problems and chapter tests. A summative assessment of Communication will be in the form of a presentation on a lesson selected by the student. The instructor will cover the first eight chapters of the text. Students select remaining topics to be covered. Each student will select a lesson from chapters nine through 14 and will prepare a presentation for the lesson. The lesson presentation must cover objectives in the lesson, contain at least two example problems with solutions, and at least two problems assigned to the class for homework. Lesson outlines, example problems, solutions and practice problems must be approved by the instructor prior to presentation in front of class.

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

Survey of Mathematics will develop critical thinking skills through non-algebraic, mathematical applications. Students will be expected to demonstrate critical thinking and problem solving skills by working through logical, numerical, real life applications.

“Problem Setting” and “Evidence Acquisition” imply recognition of relevant data or numerical information and ability to organize it. This will be developed in the study of Mathematics of Growth, Geometry, Probability, and Statistics. (CCNS outcomes 1 and 3)

“Evidence Evaluation” will be developed through Rates, Ratios, Percentages, Proportions, Probability, Statistics, Geometry, and various other applications in context. (CCNS outcomes 2, 3, and 4)

“Reasoning/Conclusion” implies ability to come to a logical, evidence based conclusion from context, data and calculation. This will be the focus of the Critical Thinking and Problem Solving introductory chapter, as well as Logic and various applications. (CCNS outcomes 2, 3, and 4)

Assessment of Critical Thinking be in the form of two proctored, high value tests. The first will cover all chapters presented by the instructor. The second will cover all lessons presented by students. Each test will be separated into application questions selected for emphasis on Critical Thinking and application questions selected for emphasis on Quantitative Reasoning.

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

Survey of Mathematics is designed to develop quantitative reasoning through non-algebraic, numerical analysis of real world applications.

“Communication/Representation of Quantitative Information” will be developed in the study of Rates, Ratios, Percentages, Proportions, Probability, Statistics, and the Mathematics of Growth through functions. (CCNS 2, 3, and 4)

“Analysis of Quantitative Arguments” will be developed in the Mathematics of Growth, Probability and Statistics as well as various applications in context. (CCNS outcomes 1 and 3)

“Application of Quantitative Models” will be used in all applications throughout the course. (CCNS outcomes 1 and 2)

The same two high value, proctored assessments mentioned in the Critical Thinking essential skill are applicable here. Each test will be separated into application questions selected for emphasis on Critical Thinking and application questions selected for emphasis on Quantitative Reasoning. This course will contain three major assessments, two proctored tests and the student presentation, that make up the majority of student grades. In addition, students will have opportunity to work in groups in class to solve problems related to the topic or chapter.

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 the outcomes of the third essential skill. 200 – 300 words.

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

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

E. Supporting Documents

☒ **Sample Course Rubric Attached** (recommended) ☒ **Sample Assessment Attached** (required)

F. 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

NMJC's assessment process equates General Education Assessment to Departmental Assessment. Courses and Faculty are organized according to general education content areas for assessment reporting. The following points define basic principles and steps of assessment of student learning. Faculty within each department/content area work together to create detailed plans fitting their unique area or courses.

- As of fall 2019 faculty members of each department (content area) adopt the set of student learning outcomes from the Common Course Numbering System accepted by NMHED. At least one of the outcomes should be clearly noted as correlated to an established institutional outcome. Professors implement assessment methods in courses to provide data for the respective department/content area and institutional outcome/essential skill.
- Each department submits a report of assessment activities reflecting all courses within the department. Departmental assessment reports are reviewed by the dean, the assessment coordinator and the vice president for instruction.
- Institutional assessment is a combination of applicable portions of departmental reports and standardized test results to document and track NMJC's overall student success.

This course meets institutional standards for general education.



Signature of Chief Academic Officer

____1/15/2019_____
Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____ Date

Survey of Mathematics

Mathematical Communication Assessment

Select a lesson from chapters 6, 10, 11, 11, 12, 13 or 14 that interests you (table of contents shown below). You will design a presentation to teach that lesson to the class. Your presentation will need to include:

- ✓ Introduction to topic,
- ✓ Reason for selecting topic,
- ✓ Definitions of terms,
- ✓ Explanation of objective(s),
- ✓ At least two example problems with solutions
- ✓ At least two problems for the class to practice

Lesson, example problems, solutions and practice problems must be approved prior to presenting to the class. The goal is to present lesson and example problems in about 15-20 minutes. Additional practice problems are to be given to the class for homework. More time will be allowed if peers have questions.

Note: all lessons presented by students will be part of the final exam.

See rubric that follows table of contents for additional guidance.

Table of Contents

Chapter 1: Critical Thinking and Problem Solving

- 1.1 Thinking Mathematically
- 1.2 Problem Solving: Processes and Techniques
- 1.3 Estimating and Evaluating

Chapter 2: Set Theory

- 2.1 Set Notation
- 2.2 Subsets and Venn Diagrams
- 2.3 Operations with Sets
- 2.4 Applications and Survey Analysis

Chapter 3: Logic

- 3.1 Logic Statements and Their Negations
- 3.2 Truth Tables
- 3.3 Logical Equivalence and De Morgan's Laws
- 3.4 Valid Arguments and Fallacies

Chapter 4: Rates, Ratios, Proportions, and Percentages

- 4.1 Rates and Unit Rates
- 4.2 Ratios
- 4.3 Proportions and Percentages
- 4.4 Using Percentages

Chapter 5: The Mathematics of Growth

- 5.1 The Language of Functions
- 5.2 Linear Growth
- 5.3 Discovering Quadratics
- 5.4 Exponential Growth
- 5.5 Logarithmic Growth

Chapter 6: Geometry

- 6.1 Everyday Geometry and Applications
- 6.2 Circles, Polygons, Perimeter, and Area
- 6.3 Volume and Surface Area

Chapter 7: Probability

- 7.1 Introduction to Probability
- 7.2 Counting Our Way to Probabilities
- 7.3 Using Counting Methods to Find Probability
- 7.4 Addition and Multiplication Rules of Probability
- 7.5 Expected Value

Chapter 8: Statistics

- 8.1 Collecting Data
- 8.2 Displaying Data
- 8.3 Describing and Analyzing Data
- 8.4 The Normal Distribution
- 8.5 Linear Regression

Chapter 9: Personal Finance

- 9.1 Understanding Personal Finance
- 9.2 Understanding Interest
- 9.3 Saving Money
- 9.4 Borrowing Money

Chapter 10: Voting and Apportionment

- 10.1 How to Determine a Winner
- 10.2 What's Fair?
- 10.3 Apportionment
- 10.4 Weighted Voting Systems

Chapter 11: The Arts

- 11.1 Applications of Geometry to the Arts
- 11.2 Tiling and Tessellations
- 11.3 Mathematics and Music

Chapter 12: Sports

- 12.1 Baseball and Softball
- 12.2 Football
- 12.3 Basketball
- 12.4 Additional Sports: Tennis, Golf, and Track & Field

Chapter 13: Graph Theory

- 13.1 Introduction to Graph Theory
- 13.2 Trees
- 13.3 Matchings
- 13.4 Planar Graphs

Chapter 14: Number Theory

- 14.1 Prime Numbers
- 14.2 Modular Arithmetic
- 14.3 Fermat's Little Theorem and Prime Testing
- 14.4 Fermat's Little Theorem and Public-Key Encryption

MATHEMATICAL COMMUNICATION ASSESSMENT

Scoring Rubric

1. Identify and communicate in <i>various genres and mediums.</i> Lesson outline submitted in writing. Verbal presentation is clear.	Exemplary 25	Proficient 20	Moderate 15	Developing 10	Beginning 5
2. Apply <i>strategies for understanding and evaluating messages.</i> Example problems are solved with appropriate detail and number of steps for audience to understand.	Exemplary 25	Proficient 20	Moderate 15	Developing 10	Beginning 5
3. <i>Evaluate and produce</i> arguments. Solutions are supported by answering questions from instructor or peers with accurate use of vocabulary and notation. Additional problems provided for class practice.	Exemplary 25	Proficient 20	Moderate 15	Developing 10	Beginning 5
4. Overall presentation ✓ Difficulty of problems ✓ Approved and scheduled ✓ Time ✓ Practiced and prepared ✓ Coverage of lesson objectives	Exemplary 25	Proficient 20	Moderate 15	Developing 10	Beginning 5

TOTAL:

Comments:

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DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Eastern New Mexico University-Roswell
Department	Math
Course Number, Title, Credits	Math 1130 (113), Mathematical Discovery (Survey of Math)
Co-requisite Course Number and Title, if any	None
Is this application for your system (ENMU, NMSU, & UNM)?	No
Name and Title of Contact Person	Cory Cogdill
Email and Phone Number of Contact Person	cory.cogdill@roswell.enmu.edu 575-624-7241

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☒ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

Math 113 (1130) Mathematical Discovery (Survey of Mathematics)

List all learning outcomes that are shared between course sections at your institution.

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

1. Construct and analyze graphs and/or data sets. a. Gather and organize information. b. Understand the purpose and use of various graphical representations such as tables, line graphs, tilings, networks, bar graphs, etc. c. Interpret results through graphs, lists, tables, sequences, etc. d. Draw conclusions from data or various graphical representations. 2. Use and solve various kinds of equations. a. Understand the purpose of and use appropriate formulas within a mathematical application. b. Solve equations within a mathematical application. c. Check answers to problems and determine the reasonableness of results. 3. Understand and write mathematical explanations using appropriate definitions and symbols. a. Translate mathematical information into symbolic form. b. Define mathematical concepts in the student's own words. c. Use basic mathematical skills to solve problems. 4. Demonstrate problem solving skills within the context of mathematical applications. a. Show an understanding of a mathematical application both orally and in writing. b. Choose an effective strategy to solve a problem. c. Gather and organize relevant information for a given application.

Institution-specific Student Learning Outcomes

1. Understand and apply ratios, rates, percentages, sales tax, income tax and consumer purchasing concepts and vocabulary. 2. Understand and apply financial formulas, monthly budgets, interest and financial terminology 3. Understand and apply set theory including union, intersections and the use of "and", "or" and "not" terminology 4. Understand and apply basic probability formulas and vocabulary 5. Understand and apply basic statistical analysis and vocabulary including percentile ranking, z scores, correlation, and best fit regression lines. 6. Apply concepts in the course to real world applications.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

Students will explore the uses of math in everyday life and practice mathematical thinking to see the world from an analytical perspective. Spoken, written, and symbolic mathematical languages will be used to solve a variety of problems through demonstration and practice. For example, in set theory, students use Venn diagrams to separate items, demonstrate subsets, and to indicate mutually exclusive items as well as the intersection of sets. Students will demonstrate their knowledge of geometry, set theory, ratios and fractions, personal finance and statistics by thinking critically then communicating in symbolic form through the online learning tools developed by the publisher to demonstrate mastery at 80% proficiency level to get credit for the homework. Students also share skills they develop through group learning activities that require students to talk to one another, applying and analyzing the thought processes necessary to solve complex problems. Students present information orally and visually to one another to demonstrate other perspectives for visualizing content. The paired responses should stimulate important discussions and provide students who are struggling by presenting various methods to evaluate those concepts. At the end of the discussion time, we will survey students and record the number of correct answers that followed the discussion. . This record will be submitted to our Gen. Ed program assessment committee for institutional skill assessment review.

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

By the end of this course students will be exposed to many mathematical concepts that require them to use critical thinking. For example, students begin with a section titled "Critical Thinking and Problem Solving". In this section students will demonstrate logical progression of arithmetic and geometric sequences by finding the missing numbers in a list. They will find counterexamples to statements and identify number patterns. Students will draw pictures to illustrate examples. Students will adopt new perspectives in problem solving. They will work problems backwards. They will use logical reasoning and guess and check approaches. They will sometimes use a variable to solve a word problem. They will account for a variety of possible outcomes. All of these skills will be assessed through the online learning tools developed by the publisher to demonstrate mastery at 80% proficiency level to get credit for the homework. In addition, they will be assessed by chapter tests on the skills developed throughout the semester. Finally, students will be assessed for critical thinking skills at the end of the course by means of a final exam that covers content and skills developed throughout the semester. The learning outcomes vary from chapter to chapter but critical thinking is the basis for mathematics and problem solving.

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

By the end of this course students will have to demonstrate a mastery of a variety of quantitative skills related to math literacy, quantitative reasoning, geometric problems, proportions, personal finance and statistical analytics; all which require quantitative argument, analysis, and reasoning. For example, when calculating the air capacity of a cylinder, one is required to use a formula for computation (volumetric) as well as understand special symbols like pi (π) and then use the correct math operations (multiplication) to correctly calculate the volume. In addition, an awareness of the units and their meanings is important in communicating the solution. Likewise, statistically calculations, like mean and standard deviation, require that one understand the concept as well as the ability to communicate the meaning of the statistics to a non-technical audience. The manner in which these skills are assessed are primarily through formal summative assessments as the end of chapters or modules; however there are opportunities for growth via the online learning tools developed by the publisher. The "Practice" module allows students the ability to try sample problems without grade penalty before they try to "Certify" mastery for a homework grade. There are tools within the software that will explain step by step solutions as students build the skills to properly demonstrate 80% mastery or better. In addition to homework and chapter tests, learning is assessed through a comprehensive final exam.

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

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

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

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

E. Supporting Documents

☐ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

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

[Link to Institution's General Education Assessment Plan](#) Click here to enter text.

This course meets institutional standards for general education.

For Ken Maguire - Shawn Powell
Signature of Chief Academic Officer President, ENMU-R

11/7/19
Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Ch 4

After completing the test, choose two of the questions and indicate in a written paragraph how you went about deciding which mathematical functions to use and the steps you took to determine the answer.

1. If there are 26 students in a class and 12 are seniors, what proportion of students are not seniors?
2. The ratio of apples to oranges in a basket is 3 to 4. What fraction of fruit in the basket consists of apples?
3. If you burn 120 calories every half hour. How many calories would be burned in a) 10 minutes
b) 1 hour 45 minutes
4. If you wish to leave a 20% tip and your bill is \$58.50, how much tip would you leave?
5. If the original bill after dinner was \$49.55 and a tip of \$10.90 was in addition to the bill. What percent was the tip?
6. If your salary was decreased by \$3800 a year, which was a 9% decrease; what was your original salary?
7. What is the student to advisor ratio as a unit rate if there are 42 freshmen for every 3 advisors?
8. Which is the better value, \$5.99 for a package of 8 cold remedy capsules or \$2.85 for 2 capsules?
9. If the ratio of males to females in a large company is 4:5. If there are 81 reprs in the company, how many are female?

Chapter 9

10. A car with a list price of \$32,547 will be discounted 35% at the time of purchase. What is the discounted purchase price?

11. A store is having a 75% off sale. The price of an item on sale is \$176. What is the original price?

12. Use the compound interest formula to calculate a) The total amount in the account after the time period given and
b) The interest earned

$P = \$5500$, $r = 2.5\%$, compounded weekly, 10 years

13. Assume you want to borrow \$750 for two weeks and the interest you pay is \$17 per \$100. What is the APR that you are borrowing at?

14. A savings account is compounded monthly for five years with an APR of 4.99%. Calculate

a) The future value of the investment

b) The amount of interest earned

15) If you have a credit card balance of \$4875 and you wish to pay off the credit card within one year at an APR of 19.99% what is a) The monthly payment amount and b) The total amount paid including the interest.

Don't forget to choose two of the questions and indicate in a written paragraph how you went about deciding which mathematical functions to use and the steps you took to determine the answer.

NEW MEXICO HIGHER EDUCATION DEPARTMENT

SUSANA MARTINEZ
GOVERNOR



DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	WESTERN NEW MEXICO UNIVERSITY
Department	MATHEMATICS AND COMPUTER SCIENCE
Course Number, Title, Credits	MATH 1130, SURVEY OF MATHEMATICS, (3 CREDITS)
Co-requisite Course Number and Title, if any	N/A
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	Shanon Muehlhausen
Email and Phone Number of Contact Person	shanon9909@gmail.com (575) 538-6788

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

MATH 1130, Survey of Mathematics

List all learning outcomes that are shared between course sections at your institution.

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

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

1. Construct and analyze graphs and/or data sets.
 - a. Gather and organize information.
 - b. Understand the purpose and use of various graphical representations such as tables, line graphs, tilings, networks, bar graphs, etc.
 - c. Interpret results through graphs, lists, tables, sequences, etc.

<ul style="list-style-type: none"> d. Draw conclusions from data or various graphical representations.
<ul style="list-style-type: none"> 2. Use and solve various kinds of equations. <ul style="list-style-type: none"> a. Understand the purpose of and use appropriate formulas within a mathematical application. b. Solve equations within a mathematical application. c. Check answers to problems and determine the reasonableness of results.
<ul style="list-style-type: none"> 3. Understand and write mathematical explanations using appropriate definitions and symbols. <ul style="list-style-type: none"> a. Translate mathematical information into symbolic form. b. Define mathematical concepts in the student's own words. c. Use basic mathematical skills to solve problems.
<ul style="list-style-type: none"> 4. Demonstrate problem solving skills within the context of mathematical applications. <ul style="list-style-type: none"> a. Show an understanding of a mathematical application both orally and in writing. b. Choose an effective strategy to solve a problem. c. Gather and organize relevant information for a given application.

Institution-specific Student Learning Outcomes
Use appropriate technological tools to aid in finding or confirming solutions.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

<p>Communication. <i>Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.</i></p>
<p>This course focuses on applied math and will require students to communicate in both technical and practical terms. The following are examples of this:</p> <ul style="list-style-type: none"> * During the unit on Financial Literacy, students read from credit card agreements and loan documents. They will participate in real or virtual discussions about student loans and other real-world financial issues which require them to communicate solution options and their reasoning. * During the unit on Statistics, students use data from the internet to generate mathematical reports and analysis. They examine their reasoning about choosing a valid data source and explore opportunities for bias in either collection or presentation of the data. After creating graphical representations of raw data, students explain what those graphs are helpful for and how to use them. Final reports about the data are done in written form and/or oral presentation. * During the supplemental unit on Fair Division, students will read a fictional client's file that contains the documents pertaining to her divorce. After performing analysis, they will write a report to the client, explaining both the process and results in laymen's terms, displaying the ability to communicate professionally and explain complicated processes to the uninitiated. <p>Communication is also about vocabulary. Learning specialized vocabulary helps define concepts which may typically be generalized and misunderstood, like averages or algorithms, and gives students a reference for future communication or application.</p>

<p>Critical Thinking. <i>Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion</i></p>
<p>Math assignments, especially word problems, inherently involve critical thinking. Being able to delineate the problem, choose an appropriate method for finding the solution, and/or evaluating results for accuracy and</p>

applicability, are vital to each unit of this course. The following are examples of this:

- * During the unit on Statistics, students will analyze a set of data points chosen from an internet source. They perform basic statistical analysis and present the results with an examination of the validity of the source.
- * During the unit on Financial Literacy, students will analyze different savings plans to decide which is best for their specific situation. They will engage in discussions which ask them to consider different situations and propose solutions and reasonings for each. Technology and computer-assisted calculations will allow them to create and examine practical data which exceeds their theoretical knowledge base (students who only have basic algebra skills will create a spreadsheet that represents a differential equation without ever knowing the theoretical calculus that lurks beneath).
- * During the supplemental unit on Fair Division, students will be using a fictional client's personal preferences, as well as financial information and basic game theory, to decide a strategy that is best for the client. They will perform the division scheme with the given strategy and report the results. They will compare results with others to examine other strategies and reasonings.

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

Communication/Representation of Quantitative Information: Many real-world problems will require "translation" of English to math to find the answers, which must be turned back into English to be explained to the layperson. This course emphasizes problems which require communication in both math and English. Across all units, students will analyze information from a variety of sources including graphs, equations, and spreadsheets. They will also learn to create these in order to communicate their ideas or solutions quantitatively.

Analysis and Application: Students will use technological tools and apps to analyze data, learn ways to integrate this technology into their future jobs, and be able to communicate their results in practical, English terms. Students will be introduced to mathematical algorithms and formulas for optimizing solutions and taught how to apply those to their lives and careers. Using formulas for personal finance or measures of central tendency, following algorithms for tricky problems (like Euler and Hamilton circuits and fair division schemes), and understanding processes for creating spreadsheets to summarize and analyze data; these are all quantitative skills useful and productive for liberal arts students.

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 the outcomes of the third essential skill. 200 – 300 words.

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

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

E. Supporting Documents (required).

☒ Sample Syllabus Attached ☒ Sample Assessment Attached

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

Link to Institution's General Education Assessment Plan - WNMU GE Assessment Plan

This course meets institutional standards for general education.



Signature of Chief Academic Officer

1/25/2019

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Western New Mexico University

Syllabus for

Math CRN:

Fall 2019 (updated November 2018)

Instructor name:

Call / Text:

Email:

Office Hours:

Course Description:

This course will develop students' ability to work with and interpret numerical data, to apply logical and symbolic analysis to a variety of problems, and/or to model phenomena with mathematical or logical reasoning. Topics include financial mathematics used in everyday life situations, statistics, and optional topics from a wide array of authentic contexts.

Required Texts *Excursions in Modern Mathematics* Eighth Edition: by Tannenbaum, Peter

Publication Date: **December 31, 2012** | ISBN-10: **032182573X** | ISBN-13: **978-0321825735** | Edition: **8**

Grading Scale:	Assessments/Projects	60%
	Assignments	30%
	Discussions	10%

A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = 59% or less

Student Learning Outcomes:

1. Construct and analyze graphs and/or data sets.
 - a. Gather and organize information.
 - b. Understand the purpose and use of various graphical representations such as tables, line graphs, tilings, networks, bar graphs, etc.
 - c. Interpret results through graphs, lists, tables, sequences, etc.
 - d. Draw conclusions from data or various graphical representations.
2. Use and solve various kinds of equations.
 - a. Understand the purpose of and use appropriate formulas within a mathematical application.
 - b. Solve equations within a mathematical application.
 - c. Check answers to problems and determine the reasonableness of results.
3. Understand and write mathematical explanations using appropriate definitions and symbols.
 - a. Translate mathematical information into symbolic form.
 - b. Define mathematical concepts in the student's own words.
 - c. Use basic mathematical skills to solve problems.
4. Demonstrate problem solving skills within the context of mathematical applications.
 - a. Show an understanding of a mathematical application both orally and in writing.

- b. Choose an effective strategy to solve a problem.
- c. Gather and organize relevant information for a given application

Schedule:

Unit 1 - Finance 5 weeks

Review of Skills: Percentages, Using Formulas, and
Spreadsheets
Interest Rates and
Interest
More Advanced Spreadsheet Applications
Compound
Interest
Review and Assessment

Unit 2 - Fair Division (optional unit, 1 of 3) 3 weeks

Intro to Fair Division and Preference
Schedules
Divider-Chooser
Method
Lone Divider Method
Method of Sealed Bids
Review and Assessment

Unit 3 - Descriptive Statistics 5 weeks

What is
Statistics?
Collection of
Data
Organization of Data
Measures of Central
Tendency
Measures of
Spread
Review and Assessment

Unit 4 - Probability and Inferential Statistics 3 weeks

Intro to
probability
Intro to Normal Distribution and Empirical
Rule
Intro to Standardization, Z-values, and Normal
Distribution
Review and Assessment

Academic Integrity:

Each student shall observe standards of honesty and integrity in academic work as defined in the WNMU catalog.

Generally violations of academic integrity include cheating and plagiarism. **Plagiarism:** Intentional or unintentional representation of another's work as one's own without proper acknowledgement of the original

author or creator of the work. **Cheating:** Using or attempting to use unauthorized materials and unauthorized collaboration with others, copying the work of another or any action that presents the work of others to misrepresent the student's knowledge. Penalties for infractions are as follows:

- **1st infraction: Grade of 0 for assignment;**
- **2nd infraction: Dismissal from the class with grade of F.**

Disability Support Services:

Services for students with disabilities are provided through the Student Health Center's Disability Support Services office. Some examples of the assistance provided are audio materials for the blind or dyslexic, note takers, readers, audio recorders, and special tutors. In order to qualify for these services, documentation must be provided by certified health care professionals. Disability Support Services information and forms are available by calling 575.538.6400 or emailing dss@wnmu.edu. The Disability Support Services office serves as Western New Mexico University's liaison for students with disabilities.

Need Help?

- Post your question to the Discussion Board in your online course.
- Send a question via Canvas email to your instructor.
- For **24/7 Canvas Help** call: **888.332.6994**
- Contact the WNMU **Help Desk** at helpdesk@wnmu.edu or **575.574.4357**.
- Register for **IPS 010, Canvas Orientation**. This is a short, free, non-credit introduction to Canvas, no textbook is required. Once you complete the orientation activities, you can re-enter the course at any time during the semester to get additional help from the instructor as needed.
- Consult **Student Online Resources** at <http://learn.wnmu.edu/support/resstu.shtml> for an online readiness assessment, Technical Requirements, Canvas tutorials and Canvas Student Guide.

Assessment Activity - Unit 1: Financial Literacy

You will create and save two separate spreadsheets to be submitted electronically, along with a written paper containing your other answers. For online classes, this written work may be photographed.

Scenario 1

Joe's car loan was for \$23,000 and began on January 1, 2018. The loan's terms state that the loan is for 5 years and interest is compounded on the 15th of each month, at an annual rate of 4.2%. Joe's monthly payment is \$426 and is paid electronically on the 20th of each month.

1. Show, by hand, what will happen over the first three months of the loan. Include any formulas or calculations you used.
2. Create a spreadsheet
 - a. Create the following columns: Date, transaction, amount, balance
 - b. Fill in the information given in the problem
 - c. Create formulas for recurring calculations
 - d. Use autofill to show all 5 years of the loan
3. What would you type into a cell to find the total price that Joe paid for his car?

Scenario 2

Mary has \$1000 to put into an account and plans to not make any withdrawals for ten years. She has collected information on three savings options:

Savings account at local bank: Pays annual percentage rate of 1.2%, compounded monthly.

Money market account at a national bank: Pays annual percentage rate of 2.4%, compounded monthly, but has fees of \$1 per month if you have less than \$2500 in your account.

CD: Pays annual percentage rate of 3.1%, compounded quarterly, but has fees of \$25 per year if you have less than \$5000 in your account.

4. Using the compound interest formula, show what each account would contain in 10 years if Mary made no withdrawals. Then account for fees and make a recommendation for what Mary should do with her money. Show the formulas you used for the calculations and the work that you did.

Mary has decided to get a money market account and that she will commit to depositing an extra \$50 each month. She opens the account on January 1, 2018.

5. Create a spreadsheet that shows Mary month by month what would happen given that the interest is calculated and fees are accessed each month before she makes the \$50 deposit. Remember the fees associated with the account: \$1 per month if you have less than \$2500 in your account.
6. How much does Mary have after 10 years? When did she stop paying fees?

Assessment Activity – Unit 3: Descriptive Statistics

Collecting Data

An easy way to collect some data is to collect it from a trusted source who collected it correctly. You are going to find some raw data on the internet, from a source that you trust, to complete the following activities.

There is a TON of data out there, but do you find it? For this assignment, you will be deciding on a broad topic and starting your search from there.

1. What is something you like or are interested in that would have some numbers associated with it? This could be a sport, a hobby, a health issue, entertainment, or almost anything. For example: the height of 30 NBA players, the size of ice caps over the last century, how many pigs were entered in the Grant County Fair over the last 15 years, the weight of panda bears in U.S. zoos, the cost of a gallon a gas over your lifetime. Choosing something you are interested in may make the assignment more fun, but if you can't think of something, then choose based on reliability of the data source. Find a source that you would trust for data and then find some numbers that at least seem somewhat interesting. For question #1, list your internet source.
2. YOU NEED 15-20 DATA POINTS. If the data you found does not have that many, then go back to step 1. If you have more than 20 data points, please choose a segment of 15-20 and list the data here for #2.
3. Does this data represent a population or a sample in terms of this assignment? Explain your reasoning in a complete sentence.
4. Please explain in 2-3 sentences why you think that the source you picked is trustworthy. Explain in 2-3 sentences any reasons that source may have for bias in their collection or delivery methods.

Organizing Data.

The best way to organize the data will depend on the data that you have. Remember, the organization of data into tables and graphs is to make the analysis of it easier than just looking at a list of numbers.

5. Choose three different methods of organization from the list below create each for the data that you have:

Frequency distribution

Bar graph

Line graph

Pictograph

Pie Chart

6. Explain which of the three representations you think is best for this data and what it shows you.
Which of the three representations was least helpful?

Measure the center.

7. Find the mean and median for the data. Explain in 1-2 sentences which is more appropriate for the data you collected and your reasoning.

Measure the spread.

8. Find the range and standard deviation for your data.
9. Construct a box plot (box and whiskers) for the data, and use it to complete the following sentences:
 - a. 50% of the data lies below _____
 - b. 25% of the data lies below _____
 - c. The top 25% of the data goes from _____ to _____

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Santa Fe Community College
Department	Mathematics
Course Number, Title, Credits	MATH 1130
Co-requisite Course Number and Title, if any	Survey of Mathematics
Is this application for your system (ENMU, NMSU, & UNM)?	NA
Name and Title of Contact Person	Colleen Lynch, Associate Dean
Email and Phone Number of Contact Person	colleen.lynch@sfcc.edu 505-428-1769

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☒ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

MATH 1130 Survey of Mathematics

List all learning outcomes that are shared between course sections at your institution.

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

1. Construct and analyze graphs and/or data sets. a. Gather and organize information. b. Understand the purpose and use of various graphical representations such as tables, line graphs, tilings, networks, bar graphs, etc. c.

Interpret results through graphs, lists, tables, sequences, etc. d. Draw conclusions from data or various graphical representations. 2. Use and solve various kinds of equations. a. Understand the purpose of and use appropriate formulas within a mathematical application. b. Solve equations within a mathematical application. c. Check answers to problems and determine the reasonableness of results. 3. Understand and write mathematical explanations using appropriate definitions and symbols. a. Translate mathematical information into symbolic form. b. Define mathematical concepts in the student's own words. c. Use basic mathematical skills to solve problems. 4. Demonstrate problem solving skills within the context of mathematical applications. a. Show an understanding of a mathematical application both orally and in writing. b. Choose an effective strategy to solve a problem. c. Gather and organize relevant information for a given application.

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

In this course, students communicate in a variety of genres and media. They write a simple research proposal, and they present that proposal to the class. They write a short paper describing and evaluating a statistical study as presented in the popular press, and they engage in online written discussions where they are asked to summarize and evaluate arguments or procedures and respond to peer's claims. In addition, students perform a simple statistical study and write a short paper describing their process, their data, and their conclusions.

Students develop strategies for understanding and evaluating messages as they read a variety of texts, including popular press articles about statistical studies, textbook selections describing situations where exponential growth occurs, and online descriptions of statistical methodology from organizations that conduct surveys. Assignments require that students read for main ideas and supporting details to create summaries, identify key arguments and locate support for these arguments, and that they evaluate ideas with a statistical or mathematical lens.

In a short essay, students evaluate a statistical study as presented in the popular press. In this assignment, students identify strengths and weaknesses in the study and consider the authority of the study's authors, publishers, and funders.

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

In this course, students conduct a basic statistical study. They set a problem by defining the population of interest and the goal of their study. They gather evidence by developing a questionnaire or other data collection plan and collecting data, doing their best to choose a sample representative of the population studied. Students then begin to evaluate their evidence by presenting it visually in charts and graphs and calculating sample statistics. They look for patterns in the data. They develop a conclusion based on their data and make recommendations for follow-up studies.

Students also write a short essay evaluating a statistical study as presented in the popular press. This assignment requires students to evaluate the evidence, reasoning, and conclusions presented in the article.

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

Students represent quantitative information using equations and formulas (examples: compound interest, savings plans, loan payments, amortization of loans, taxation, sample statistics, percentages, percent change),

☐Approved ☐Denied

If denied, rationale:

Institution Notified on _____
Date

graphs (examples: column and bar charts, histograms, boxplots, time series graphs, scatterplots), spreadsheets, and written language (examples: identifying patterns, categorizing histograms by peaks and direction of skew, describing center and variation, categorizing scatterplots by type and strength of correlation).

Students analyze quantitative arguments throughout the course. One example is a paper where they summarize a statistical study, including identifying the population and sample, the sampling method, the nature of the study (observational or experiment), the variables of interest and any possible confounding variables. They also critique the study by considering possible bias in the sample or in the setting and wording of the survey and consider if the study presented its results fairly and achieved its goals.

Students complete projects in which they apply quantitative models to analyze the effects of changes (amounts borrowed, saved, or invested; interest rates; frequency of compounding; length of time) made to investments, savings plans and mortgages. They use formulas, spreadsheets, and graphs to analyze various scenarios, make estimations and predictions, interpret results, and state conclusions that they can apply to their own financial decision making.

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 the outcomes of the third essential skill. 200 – 300 words.

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

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

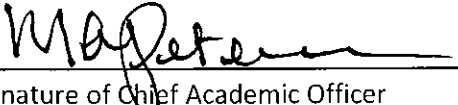
E. Supporting Documents

☒ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

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

Link to Institution's General Education Assessment Plan Link to Institution's General Education Assessment Plan
SFCC's general education assessment plan is currently under development. When complete, it will be posted at <https://www.sfcc.edu/quality/learning-assessment/>

This course meets institutional standards for general education.



Signature of Chief Academic Officer

1.25.19

Date

HED Internal Use Only

Presented to NMCC on _____
Date

Evaluating a Statistical Study

Attached to this assignment is an article (or choice of articles) from the popular press describing a statistical study. The questions below are based on the eight guidelines in section 5B of your text. Answer the questions by writing a short paper. Your paper should be type written, double-spaced, and follow the conventions of college writing. It should be about two pages long.

1. Summarize the study in a paragraph.
2. Identify the goal of the study and the population being studied. The population may be implied, not explicitly stated.
3. Identify the study as an experiment or observational study, and describe how you identified it as experimental or observational.
4. Consider the source of the study. What organization are the authors of the original study (not the popular press article) associated with? Where was the original study published? Do you find these sources generally reliable? Why or why not? Explain. If you are unfamiliar with the source, you may have to do a little research to find out more about the source.
5. Look for bias in the sample. What was the size of the sample, and what method was used to select it? Do you think this method is likely to produce a representative sample? Do you notice participation bias or selection bias?
6. Identify the variable(s) of interest and describe any problems you saw in defining or measuring the variables. The newspaper article will not include all the details you would find in a published paper. If you notice any variables you think the researcher should have included that were not mentioned in the newspaper article, identify those variables and any questions you have about them.
7. Can you identify any possible confounding variables? If you notice any possible confounding variables, identify them and explain how they could affect the study's results.
8. If a survey is part of the research design, look for anything in the wording or setting that might create bias. Identify and explain any sources of bias you see in the setting or wording of the survey. If specifics of the survey are not covered in the article, describe what you would look for in the survey wording or setting to make sure it produced reliable results.
9. Check that results are presented fairly. Are the conclusions stated supported by the research? Are the graphics clear and unbiased? Describe any strengths or problems you see.
10. Consider the conclusions. Did the study achieve its goals? Do the conclusions make sense? Can you rule out alternative explanations for the results? Do the conclusions have practical importance?

Evaluating a Statistical Study Rubric

	0	1	2
Communication/Quantitative Reasoning -- Summarize an argument	Summary missing	Summary is inaccurate or incomplete	Summary includes accurate description of goals, methods, and conclusion
Quantitative Reasoning /Critical Thinking -- evaluate evidence, differentiate and describe the parts of a quantitative argument presented by other			
goal and population	Goal and population not described	Goal and population description incomplete or incorrect	Goal and population described completely and correctly
experiment or observational study	Study is not identified as an experiment or observational study	Study is not identified incorrectly and/or reasons for the identification are incorrect or unclear	Study is correctly identified and clear and appropriate reasons for the identification are given
bias	Sample is not described and the question whether the sample is representative or of biased is not addressed	Sample is described incorrectly and/or discussion of whether the sample is representative or of biased is unclear or uses statistical terms incorrectly	Sample is described correctly and discussion of whether the sample is representative or of biased is clear or uses statistical terms correctly
variables of interest	Variables of interest are not defined	A few variables of interest are noted	Most/all of the variables of interest are noted and problems defining or measuring them are noted if present
confounding variables	confounding variables are not addressed	Possible confounding variables or methods the study uses to eliminate confounding are discussed or but the explanation is unclear or uses statistical terms incorrectly	Possible confounding variables or methods the study uses to eliminate confounding are discussed and the explanation is clear or uses statistical terms correctly
survey	If a survey is part of the research design, it is	If a survey is part of the research design, one aspect of wording or	If a survey is part of the research design, more than one aspect of wording or setting that might create bias is

	not addressed in the essay	setting that might create bias is discussed.	discussed and statistical terms are used correctly.
Communication / Critical Thinking-Authority of sources	Sources are not addressed	Either the researcher's qualifications or the nature of the publisher is addressed or only the popular press source is considered	The researcher's qualifications and the nature of the publisher is addressed.
Quantitative Reasoning/Critical Thinking—Conclusions Evaluation of arguments			
conclusions	Conclusions are not addressed	general statements are made about the conclusions without specific support	Details from the article are used to logically support the student's claims about the conclusion
Communication—writing skills	Paper is a list of responses, not a coherent whole	Paper is a coherent whole, but mechanics, vocabulary, or sentence structure detract from its effectiveness	Paper is a coherent whole, and mechanics, vocabulary, or sentence structure support its message

Paying off the Mortgage¹

Part 1: How a Mortgage Works

Suppose you take out a mortgage so you can buy a house. The loan is for \$100,000 at 6% interest for 30 years. The bank has calculated your payment to be \$599.55 per month. (Note: This is the payment on the loan only. Banks usually include *escrow* in your monthly payments. Escrow is an account that pays the property taxes and insurance. In reality, you would have to pay more than \$599.55 a month.)

1) Create an Excel spreadsheet similar to the one below, also called an amortization table, to analyze this loan. Fill in the top three rows and the bottom three rows of the table below.

* Recall: $I = P * \text{APR}/n$

** Principal Payment =
Monthly Payment –
Interest Payment

***subtract each month's
principal payment from the
remaining principal at the
beginning of that month to
find what is still owed at
the beginning of the next
month

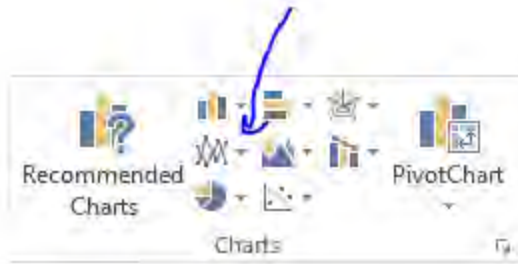
Month	Remaining Principal***	Monthly Payment	Interest* Payment	Principal** Payment
1				
2				
3				
358				
359				
360				

After you have completed the spreadsheet, highlight the cell at the bottom of the monthly payment column. If you click on the button at the top of the page that is marked Σ , Excel will add the column up for you. Use this button to find the sum of the monthly payments.

- 2) How much did you pay in order to pay off the \$100,000 loan?
- 3) Repeat the same procedure to find the sum of the interest payment column. How much did you pay in interest over the 30 years?
- 4) Notice some patterns in the mortgage spreadsheet. At the beginning of the loan, your monthly payment is mostly interest. In the first month of the loan, what percent of your monthly payment is interest?

¹ Adapted from *Zooming In Precalculus Explorations with Technology* by Dr. Stephen Armstrong, (c) 2000

- 5) As you pay off your principal, the interest you owe each month decreases. By the end of the loan, interest makes up only a tiny percentage of your payments. In the last month of the loan, what percent of your monthly payment is interest?
- 6) To see how the amounts paid for principal and interest change as you pay off the loan, use Excel to make a graph. Start by highlighting the “principal payment” and “interest payment” columns. Include all the rows from the mortgage but not the totals. Then click insert and click on the down arrow next to the line graph.



Choose the top left option in the top row. When you hover over it, it is called “Line.” When you click on your chart, you can click the green plus sign on the upper right to add axis titles. Put your cursor on the small white box in the middle of the right side of your

graph, and click and drag to make your graph wider so you can more easily read the number of months at the bottom. Copy and paste your graph below.

- 7) Looking at your graph, you can see that there is a point where the lines cross. What is happening to the principal and interest payments at this point? In what month (approximately) does this happen?

- 8) Look at your spreadsheet to find the month where the principal and interest payments are closest to equal. Copy and paste that row below.

Month	Remaining Principal	Monthly Payment	Interest Payment	Principal Payment

Part 2: Changing the Interest Rate

Now, using this original loan as a point of reference, consider some other ways of paying off a \$100,000 mortgage.

Remember some important points of the original loan:

Monthly Payment	
Total Interest	

For each of the following scenarios, copy or print out only the last 3 rows of the spreadsheet. Copy only the headings from problem #1 (Month, Remaining Principal, ...) Do not copy any of the numbers or formulas. You need the **practice of re-creating these tables from scratch. During your test you will create such a table in Excel.**

Your loan is still for 30 years, but the interest rate is now 4%.

- 9) What is your new monthly payment? (Use the PMT function or the loan payment formula to find the monthly payment)

- 10) Create the amortization table and print the last three rows or copy them below.

Month	Remaining Principal	Monthly Payment	Interest Payment	Principal Payment
358				
359				
360				

- 11) How much lower would your payment be each month compared to the original 6% 30-year loan?

- 12) What percent of the original payment (\$599.55) is your monthly savings?

- 13) How much money is saved in interest during the 30 years (compared to an interest rate of 6%)? Sum your interest column and subtract from the original interest total calculated on page 1.
- 14) Compare your interest savings to the interest on the original 6% loan. What percent of the interest from the original loan do you save by having a lower interest rate?
- 15) If you expected interest rates to drop, would you put off buying a house for a few months or even a year? Why or why not? Use calculations to support your choice.

Part 3: Changing the Term of the Loan

Now consider the effects of changing the term of the loan. Consider a loan for \$100,000 at 6% for 20 years.

- 16) What is your new monthly payment?
- 17) Create the amortization table and print the last three rows or copy them below.

Month	Remaining Principal	Monthly Payment	Interest* Payment	Principal** Payment
238				
239				
240				

- 18) How much extra would you have to pay each month compared to the original 6% 30-year loan?
- 19) What percent of the original payment (\$599.55) is your additional monthly payment?
- 20) How much money is saved in interest during the 20 years (compared to a 30 year loan at an interest rate of 6%)?

21) Compare your savings to the interest on the original 6% loan. What percent of the interest from the original loan do you save by having a shorter loan?

22) If you were buying a house, would you choose a 20 year loan instead of a 30 year loan so you could pay less interest? What factors would you consider when deciding on the length of your loan? Why do you think the 30 year loan is the most popular among home buyers?

Suppose you take out a loan so you can buy a car. The loan is for \$20,000 at 8% interest for 5 years. The bank has calculated your payment to be \$405.53 per month.

23) Create an Excel spreadsheet just as we did in problem #1 for this problem.

Month	Remaining Principal	Monthly Payment	Interest Payment	Principal Payment
58				
59				
60				

24) What is the total amount of money paid for interest (over the life of the loan)?

25) Give 2 reasons why the total interest is less in a car loan than in a house loan.

NEW MEXICO HIGHER EDUCATION DEPARTMENT



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DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Eastern New Mexico University
Department	Mathematics
Course Number, Title, Credits	MATH 1230, Trigonometry, 3
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	No
Name and Title of Contact Person	Dr. Regina Aragon, Chair of Mathematical Sciences
Email and Phone Number of Contact Person	Regina.Aragon@enmu.edu 575-562-2328

Was this course previously part of the general education curriculum?

☐ Yes ☒ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

MATH 1230 Trigonometry

List all learning outcomes that are shared between course sections at your institution.

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

1. Students will be able to define and evaluate the trigonometric functions as functions of angle in both degree and radian measure using the definitions in terms of x , y , and r ; as the ratio of sides of a right triangle; using the unit circle; using reference angles, commonly used (0° , 30° , 45° , 60° , 90°) angles and using a calculator. 2. Students will be able to solve right triangles. They will be able to draw a sketch in an applied problem when necessary. 3. Students will be able to solve non-right triangles using the law of sines and the law of cosines. 4. Students will be able to prove trigonometric identities and apply addition and subtraction, double-angle, half-angle and power reduction formulas. 5. Students will be able to graph the six trigonometric functions, their transformations and their inverses. 6. Students will be able to use algebraic methods, including the use of identities and inverses, to solve trigonometric equations and demonstrate connections to graphical and numerical representations of the solutions. 7. Students will be able to add and subtract vectors in two dimensions. They will be able to use the dot product to project one vector onto another and to determine the angle between two vectors. They will be able to solve a variety of word problems using vectors. 8. Students will be able to work with polar coordinates; this includes graphing in polar coordinates and transforming an equation with polar coordinates into one with rectangular coordinates, and vice versa. 9. Students will be able to work with the trigonometric form of complex numbers, including using De Moivre's formula.

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

Through lecture, classroom activities, homework assignments, and exams, students learn about the vocabulary, the logical processes, and the computational skills to be able to read, comprehend, solve trigonometric problems, and communicate about trigonometry verbally and in writing. Students are taught the graphical, numerical, and symbolic representations of the trigonometric functions, which is needed in order to understand, apply and communicate about trigonometry.

At the beginning of each class meeting, students are provided the opportunity to ask questions about homework over material that was covered in the previous class meeting. During each class meeting, written assignments are collected then graded and returned with feedback. Students take five fifty-minute exams, and a cumulative final during the semester.

During class, students verbally communicate their understanding of the trigonometric concepts, procedures, and logic with classmates, the supplemental instructor, and the instructor through activities, and guided practice.

Through e-mail, the discussion board, Google messaging, and/or texting, students communicate and improve their understanding of concepts, procedures, and mathematical communication skills.

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

Through lecture, classroom activities, and guided practice students are taught about trigonometric concepts, strategies, mathematical models, and the mathematical logic needed to graph trigonometric functions, to solve applied problems, to solve trigonometric equations, and to prove trigonometric identities.

In this course, the trigonometric concepts that can be used to model applied problems are covered. Some examples are right triangles, similar triangles, formulas for concepts such as arc length, area, angular speed and linear speed. This provides students with structures for delineating applied word problems. Students are taught concepts and strategies for graphing, solving equations, evaluating trigonometric functions, proving identities, and solving applied word problems. The concepts are covered so that students understand the key components related to addressing the problems/questions; and will know how to draw from definitions and previously established algebraic and trigonometric facts. This equips students to identify and gather information that is relevant to answering the problem/question.

Students develop the critical thinking skills of reasoning and drawing conclusions by learning the logic and strategies that can be used to prove/disprove that a trigonometric equation is/is not an identity.

Students are provided the opportunity to develop and demonstrate their critical thinking skills through classroom activities, guided practice in class, daily homework, five fifty-minute exams, and a cumulative final.

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

Students are taught the notation, vocabulary, concepts, trigonometric models, and the strategies to represent and communicate quantitative information, to analyze and formulate quantitative arguments, and to apply quantitative models through lecture, classroom activities, and guided practice.

In the classroom students are taught the appropriate notation, vocabulary, conceptual understanding of the trigonometric functions, how to generate the graphs of the 6 basic trigonometric functions, and about trigonometric models so that students can answer any questions/problems that require student to find numerical values, graph any trigonometric function, solve trigonometric equations, and apply the appropriate trigonometric model to solve real-world problems.

Then through classroom activities, classroom discussions, daily homework, five fifty-minute exams, and a cumulative final students develop, receive feedback on, and demonstrate their quantitative reasoning skills.

In order to develop the quantitative reasoning skills to communicate and represent quantitative information, and to apply quantitative models, students are required to interpret, analyze and critique the information and line of reasoning presented in the book and presented by the instructor. Although the students' ability to interpret and analyze quantitative arguments is not explicitly assessed, students do demonstrate their ability to analyze quantitative arguments by participating in classroom discussions, completing guided practice problems in class, by asking questions, and by completing homework and exam questions/problems involving the representation of quantitative information and the 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 the outcomes of the third essential skill. 200 – 300 words.

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

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


E. Supporting Documents

☒ **Sample Course Rubric Attached** (recommended) ☒ **Sample Assessment Attached** (required)

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

[Link to Institution's General Education Assessment Plan](#) Click here to enter text.

This course meets institutional standards for general education.


Signature of Chief Academic Officer

11/23/19
Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

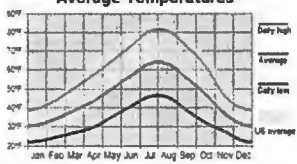
General Education Learning Outcomes
Communication Rubric for MATH 1230, Trigonometry at ENMU

Component Skill	Emerging	Developing	Proficient
Genre and Medium Awareness, Application, and Versatility: Student can convey mathematical knowledge in writing.	Student uses appropriate notation when graphing, providing explanations, and when proving mathematical facts.	Emerging skills plus: student uses proper vocabulary when providing explanations.	Developing skills plus: student's explanation is complete, containing all pertinent information.
Sample problems from final 1. Graph $f(x) = -1 + \cos(4x - \pi)$, over an interval of 2 period lengths. 2. Explain how to use the unit circle to evaluate $\csc(-90^\circ)$, $\sec(-90^\circ)$, $\cot(-90^\circ)$. Then use the unit circle to evaluate $\csc(-90^\circ)$, $\sec(-90^\circ)$, and $\cot(-90^\circ)$. 3. Explain how to find the exact value for $y = \arcsin(-(1/2))$ without using the calculator. And find the exact solution for $y = \arcsin(-(1/2))$ without using the calculator.			
Strategies for Understanding and Evaluating Messages: Student demonstrates an understanding of mathematical concepts by properly interpreting instructions, and applying appropriate strategies.	Student demonstrates the appropriate approach when providing a response to the problem.	Emerging skills plus: student uses appropriate techniques and strategies in providing a response to the problem.	Developing skills plus: student accurately uses appropriate techniques when providing a response to the problem.
Sample problems from final 1. Find all solutions for $\cos 2\theta = \sin \theta$ in $[0, 360^\circ)$. Find exact solutions. 2. Prove that $\left(\frac{\cos \theta}{\sec \theta - 1}\right) = \left(\frac{\cos \theta + 1}{\tan^2 \theta}\right)$ is an identity. 3. Graph $y = -3\csc x$. 4. Find the sine, cosine, and tangent values for the angle that has a terminal side in the 2nd quadrant and that is colinear with the line that goes through $(-3, 2)$ and the origin. Draw a picture.			
Evaluation and Production of Arguments: Student demonstrates sound mathematical reasoning.	Student uses a mathematically logical approach in verifying (proving) the trigonometric identity.	Emerging skill plus: student accurately uses previously established trigonometric and algebraic facts.	Developing skills: plus the student accurately uses the appropriate previously established algebraic and trigonometric facts to provide a sound verification of the trigonometric identity.
Sample problems from final 1. Prove that $\left(\frac{\cos \theta}{\sec \theta - 1}\right) = \left(\frac{\cos \theta + 1}{\tan^2 \theta}\right)$ is an identity. 2. Verify that the equation $\sin 2\theta = 2\cos \theta \sin \theta$ is an identity. 3. Verify that the equation $\cos(180^\circ + \theta) = -\cos \theta$ is an identity			

General Education Learning Outcomes
Critical Thinking Rubric for MATH 1230, Trigonometry at ENMU

Component Skill	Emerging	Developing	Proficient
Problem Setting: Delineate a problem or question.	Students pick appropriate trigonometric construct to solve the problem, i.e. solving right triangle, similar triangles, or choose formula(s).	Emerging skills plus: student sets up the appropriate equation(s) to solve the problem.	Developing skills plus: With each component of the equation(s), the student associates the appropriate value that was extracted from the context.
Sample problems from final 1. A surveyor is standing 50 feet away from the base of a flagpole in the middle of a field. The angle from the surveyor's feet to the top of the flagpole is 48° . How tall is the flagpole? 2. In a race, Maria's bicycle wheel made 11 rotations per minute. The radius of her tire was .34 meters. a. What is the angular speed of the wheel on Maria's bicycle? b. What was Maria's linear speed in meters per second?			
Evidence Acquisition and Evaluation: Identify and gather the information/data necessary to address the problem or question, and evaluating the relevance of the data to the situation.	Students gathers relevant values to address the problem.	Emerging skills plus: the student demonstrates awareness of the role of trigonometric definitions, mathematical facts, and trigonometric identities needed to address the problem.	Developing skills plus: the student gathers all relevant values and demonstrates awareness of all trigonometric definitions, mathematical facts, and trigonometric identities needed to address the problem.
Sample problems from final 1. Find the sine, cosine, and tangent values for the angle that has a terminal side in the 2nd quadrant and that is colinear with the line that goes through (-3,2) and the origin. Draw a picture. 2. Graph $f(x) = -1 + \cos(4x - \pi)$ over an interval of 2 period lengths. 3. Given $\sin x = (2/3)$, $\cos y = ((-1)/7)$, $\sec x < 0$, and y is in Quadrant III, find $\cos(x - y)$. 4. Find all solutions for $\cos 2\theta = \sin \theta$ in $[0, 360^\circ)$. Find exact solutions.			
Reasoning/Conclusion: Develop conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation.	Students can provide evidence that a trigonometric equation is not a solution, and demonstrate an understanding of the logic used to prove a trigonometric equation is an identity.	Emerging skills plus: student makes correct use of previously established trigonometric and algebraic identities when attempting to prove that a trigonometric equation is an identity.	Developing skills plus: student uses correct trigonometric and algebraic identities to prove that a trigonometric equation is an identity.
Sample problems from final 1. Prove that $\left(\frac{\cos \theta}{\sec \theta - 1}\right) = \left(\frac{\cos \theta + 1}{\tan^2 \theta}\right)$ is an identity. 2. Determine whether or not $\sin \theta = \cos \theta$ is an identity. Explain. 3. Verify that the equation $\sin 2\theta = 2 \cos \theta \sin \theta$ is an identity.			

General Education Learning Outcomes
Quantitative Reasoning Rubric for MATH 1230, Trigonometry at ENMU

Component Skill	Emerging	Developing	Proficient																										
Communication/Representation of Quantitative Information: Student demonstrates an understanding of and the ability to make use of the definitions of the trigonometric functions.	Given the angle, the value of a trigonometric function of an angle, or given the x-, y- coordinates of a point lying on the terminal side of an angle, the student can determine where the angle lies in the Cartesian coordinate system, as well as the values of x,y, and r. Or given sufficient information the student can solve a right triangle.	Emerging skills plus: the student can state and use the definitions of the trigonometric functions to evaluate other trigonometric functions.	Developing skills plus: the student can explain their thought process of evaluating the trigonometric functions, referring to the appropriate construct, i.e. the x-y-r definition, the adjacent-opposite-hypotenuse definition, the unit circle, or reference angles.																										
Sample problems from a final: 1. Given $\sin x = \frac{2}{3}$, $\cos y = -\frac{1}{4}$, $\sec x < 0$, and y is in Quadrant III, find $\cos(x - y)$. Explain. 2. Find the sine, cosine, and tangent values for the angle that has a terminal side in the 2nd quadrant and that is colinear with the line that goes through (-3,2) and the origin. Draw a picture. Explain.																													
Communication/Representation of Quantitative Information: Student demonstrates a mastery of trigonometric graphs	From the graphical representation and/or from the symbolic representation of a trigonometric function, the student can identify any scaling factors and any translations.	Emerging skills plus: given the graphical representation of a trigonometric function, the student can provide the symbolic representation of the function; given the symbolic representation of the function, the student can provide the graphical representation of the function.	Developing skills plus: in an application, the student can go between the contextual meaning of any characteristics of the trigonometric function to the symbolic, and/or the graphical representations of the function.																										
Sample problem <div><p style="text-align: center;">Average Temperatures</p><table border="1" data-bbox="428 997 806 1037"><thead><tr><th>Month</th><th>Jan</th><th>Feb</th><th>Mar</th><th>Apr</th><th>May</th><th>Jun</th><th>Jul</th><th>Aug</th><th>Sep</th><th>Oct</th><th>Nov</th><th>Dec</th></tr></thead><tbody><tr><td>Avg High Temp</td><td>38</td><td>42</td><td>46</td><td>54</td><td>61</td><td>68</td><td>77</td><td>83</td><td>77</td><td>67</td><td>55</td><td>43</td></tr></tbody></table><p>Information taken from http://web.cocc.edu/fhellenstein/Courses/Mth 112/027 temp_model.pdf</p><p>The provided data is for Bend, Oregon. Assume that the average daily high function for Bend, Oregon is periodic, and the plotted curve is over an interval of one period length.</p><ol style="list-style-type: none">What is the period?What is the amplitude?Create a function of the form $y = c + a \sin b(x + d)$ to model the curve for the daily high temperatures in Bend, Oregon.</div>	Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Avg High Temp	38	42	46	54	61	68	77	83	77	67	55	43			
Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec																	
Avg High Temp	38	42	46	54	61	68	77	83	77	67	55	43																	
Application of Quantitative Models: Apply appropriate quantitative models to real-world or other contextual problems	Student provides an accurate drawing if appropriate, and identifies relevant quantities.	Emerging skill plus: student makes use of appropriate formulas/equation(s).	Student accurately solves the real-world problem.																										
Sample problems from a final: 1. A surveyor is standing 50 feet away from the base of a flagpole in the middle of a field. The angle from the surveyor's feet to the top of the flagpole is 48° . How tall is the flagpole? 2. In a race, Maria's bicycle wheel made 11 rotations per minute. The radius of her tire was .34 meters. a. What is the angular speed of the wheel on Maria's bicycle? b. What was Maria's linear speed in meters per second?																													

NEW MEXICO HIGHER EDUCATION DEPARTMENT

SUSANA MARTINEZ
GOVERNOR



DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	New Mexico Junior College
Department	Mathematics
Course Number, Title, Credits	MATH 1230, Trigonometry, 3
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Charlotte Schmitz, Professor of Mathematics and Assessment Coordinator
Email and Phone Number of Contact Person	cschmitz@nmjc.edu , 575-492-2817

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS ☒ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

MATH 1230, Trigonometry

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes

CCNS outcomes listed here will replace NMJC's specific course outcomes as of Fall 2019:

1. Students will be able to define and evaluate the trigonometric functions as functions of angle in both degree and radian measure using the definitions in terms of x , y , and r ; as the ratio of sides of a right triangle; using the unit circle; using reference angles, commonly used (0° , 30° , 45° , 60° , 90°) angles and using a calculator.
2. Students will be able to solve right triangles. They will be able to draw a sketch in an applied problem when necessary.
3. Students will be able to solve non-right triangles using the law of sines and the law of cosines.
4. Students will be able to prove trigonometric identities and apply addition and subtraction, double-angle, half-angle and power reduction formulas.
5. Students will be able to graph the six trigonometric functions, their transformations and their inverses.
6. Students will be able to use algebraic methods, including the use of identities and inverses, to solve trigonometric equations and demonstrate connections to graphical and numerical representations of the solutions.
7. Students will be able to add and subtract vectors in two dimensions. They will be able to use the dot product to project one vector onto another and to determine the angle between two vectors. They will be able to solve a variety of word problems using vectors.
8. Students will be able to work with polar coordinates; this includes graphing in polar coordinates and transforming an equation with polar coordinates into one with rectangular coordinates, and vice versa.
9. Students will be able to work with the trigonometric form of complex numbers, including using De Moivre's formula.

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

Trigonometry has its own specific, unique language of mathematical communication. Students learn vocabulary, notation and graphical representation for the six trigonometric functions.

"Genre and Medium Awareness" exists in development of the language and notation for Trig. Also, students will have to apply algebraic skills as they work with Trig functions. (CCNS outcomes 1, 4, 5, 6, and 8)

"Strategies for Understanding and Evaluating Messages" are developed through solving various equations and application problems. (CCNS outcomes 2, 3, 4, 6, and 7)

"Evaluation and Production of Arguments" is developed through application problem solving and through proof of and use of various identities. (CCNS 2, 3, and 6)

Trigonometry requires students to use very specific mathematical communication skills. Students learn and practice through lecture, examples, group work, homework, in-class quizzes and chapter tests. Summative assessment of trigonometric communication currently exists in a set of final assessments using the previous general education outcomes: Graphs, Solving, Notation and Applications. Scores on Notation and Applications will be most relevant for Communication as an essential skill. A new assessment method will be developed and implemented fall 2019.

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

Trigonometry develops critical thinking by merging algebraic skills with geometric skills. Students must use algebraic properties to manipulate trigonometric functions to accomplish a given task. Application problems require students to recognize and make a determination of which function, property, identity or formula is needed.

“Problem Setting” and “Evidence Acquisition” imply ability to recognize function(s) and properties/identities necessary to fulfil given instructions. (CCNS 1, 2, 3, 4, and 6)

“Evidence Evaluation” is developed as students learn to recognize which Trig functions are relevant for given information. (CCNS outcomes 1, 2, 3, 6, and 7)

“Reasoning/Conclusion” implies an ability to use given information and identities/properties to manipulate expressions, functions or formulas to arrive at a correct, complete final result. (CCNS outcomes 7, 8, and 9)

Critical Thinking as an essential skill will be most directly assessed using the Solving and Applications final assessments. Currently, data for Critical Thinking as a departmental and institutional learning outcome is a compilation of all four final assessments where success is defined as individual students scoring at least 70 or better on each of the four final assessments. Other learning activities include group work in class, homework practice problems, and quizzes. Instructors plan to develop and implement assessment methods directly designed for components of the new Essential Skills General Education model.

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

Trigonometry effectively builds on Quantitative Reasoning through its emphasis on graphical and geometric definitions of the six trig functions. Students become fluent with right triangle and unit circle definitions for the functions which requires recognition of the quantitative difference between degrees and radians in every context or application.

“Communication/Representation of Quantitative Information” is thoroughly developed through working with definitions of the trig functions and converting between degrees and radians. Ability to graph each function and any transformations demonstrates representation of quantitative information. (CCNS outcomes 1, 2, 5, 6, and 8)

“Analysis of Quantitative Arguments” exists in identifying functions for given context or application and setting up relevant expressions or equations. (CCNS outcomes 1, 2, 3, 4, 6, 7, and 9)

“Application of Quantitative Models” is developed through setting up and solving problems in context of given information and communicating with proper notation and explanation. (CCNS outcomes 3, 4, 6, 7, and 8)

As noted in the other essential skills, Quantitative Reasoning will be assessed using the established set of final assessments correlated to the original general education outcomes for math: Graphs, Solving, Notation, Applications. Quantitative Reasoning is most aligned with Graphs and Solving. There are other learning activities, but data collected to measure overall student success will come from these final assessments until new methods are developed and implemented in fall 2019.

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 the outcomes of the third essential skill. 200 – 300 words.

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

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

E. Supporting Documents

☐ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

F. 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

NMJC's assessment process equates General Education Assessment to Departmental Assessment. Courses and Faculty are organized according to general education content areas for assessment reporting. The following points define basic principles and steps of assessment of student learning. Faculty within each department/content area work together to create detailed plans fitting their unique area or courses.

- As of fall 2019 faculty members of each department (content area) adopt the set of student learning outcomes from the Common Course Numbering System accepted by NMHED. At least one of the outcomes should be clearly noted as correlated to an established institutional outcome. Professors implement assessment methods in courses to provide data for the respective department/content area and institutional outcome/essential skill.
- Each department submits a report of assessment activities reflecting all courses within the department. Departmental assessment reports are reviewed by the dean, the assessment coordinator and the vice president for instruction.
- Institutional assessment is a combination of applicable portions of departmental reports and standardized test results to document and track NMJC's overall student success.

This course meets institutional standards for general education.



Signature of Chief Academic Officer

____1/15/2019_____
Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

TRIGONOMETRY

Final Assessment- Solving

Form 1

Name_____

Date_____

Location_____

MA113

Show all work and work must be consistent with answer shown for credit.

1. Convert the point from a polar to a Cartesian coordinate. Write your answer in the simplest form or rounded to the nearest hundredth.

$$\left(-5.5, -\frac{3\pi}{4}\right)$$

(,)

2. Use trigonometric identities and algebraic methods, as necessary, to solve the following trigonometric equation. Please identify all possible solutions by including all answers in $[0, 2\pi)$ and indicating the remaining answers by using n to represent any integer. Round your answer to four decimal places, if necessary. If there is no solution, indicate "No Solution."

$$\cos^2(2x) = 3 \sin^2(2x)$$

Answer: _____

3. Solve the equation for the exact value of y without the use of a calculator.

$$y = \arctan(\sqrt{3})$$

Enter your answer in radians without the use of decimals.

Answer: _____

4. Solve the following equation on the interval $[0^\circ, 360^\circ)$. Round answers to the nearest tenth. If there is no solution, indicate "No Solution."

$$2 \cos(x) = 4 \sec(x) + 2$$

Answer: _____

5. Solve the equation for the exact value of y without the use of a calculator.

$$y = \csc^{-1}(-1)$$

Enter your answer in radians without the use of decimals.

Answer: _____

6. Use trigonometric identities and algebraic methods, as necessary, to solve the following trigonometric equation. Please identify all possible solutions by including all answers in $[0, 2\pi)$ and indicating the remaining answers by using n to represent any integer. Round your answer to four decimal places, if necessary. If there is no solution, indicate "No Solution."

$$\sin(4x) - 1 = \cos(4x)$$

Answer: _____

7. Use trigonometric identities and algebraic methods, as necessary, to solve the following trigonometric equation. Please identify all possible solutions by including all answers in $[0, 2\pi)$ and indicating the remaining answers by using n to represent any integer. Round your answer to four decimal places, if necessary. If there is no solution, indicate "No Solution."

$$4 \cos(x) - 2 = 0$$

Answer: _____

8. Use trigonometric identities, algebraic methods, and inverse trigonometric functions, as necessary, to solve the following trigonometric equation on the interval $[0, 2\pi)$. Round your answer to four decimal places, if necessary. If there is no solution, indicate "No Solution."

$$-3 \sec^2(x) + 7 = -4 \tan(x)$$

Answer: _____

9. Rewrite the following rectangular equation in polar form.

$$x^2 + y^2 = 5x$$

Answer: _____

10. Use trigonometric identities, algebraic methods, and inverse trigonometric functions, as necessary, to solve the following trigonometric equation on the interval $[0, 2\pi)$. Round your answer to four decimal places, if necessary. If there is no solution, indicate "No Solution."

$$4 \cos(2x) - 26 \cos(x) + 19 = 0$$

Answer: _____

TRIGONOMETRY

Final Assessment- Applications

Form 1

Name _____

Date _____

Location _____

MA113

Show all work and work must be consistent with answer shown for credit.

1. Ann is flying a Cessna and is descending at a 13° angle towards a landing field. If she can see a highway behind her at a 60° angle that is 250 feet away from the landing field, how much further does she have to fly until she lands? Round to the nearest tenth.

Answer: _____ feet

2. A radio tower has a 7-foot shadow cast by the sun. If the angle from the tip of the shadow to the top of the tower is 85° , what is the height of the radio tower? Round your solution to four decimal places.

Answer: _____

3. Tom just hopped on the edge of a merry-go-round. What are his linear and angular speeds if the diameter of the merry-go-round is 10 feet and it takes 8 seconds for it to make a complete revolution? Round the solutions to two decimal places.

Answer: _____

4. A man is pushing his daughter on her bike. If he pushes her with a force of 9 pounds and she weighs 70 pounds including the weight of the bike, what is the total force being applied to the girl? Round your answer to four decimals.

Answer: _____

5. A surveyor standing some distance from a hill, measures the angle of elevation from the ground to the top of the hill to be $35^{\circ}13'2''$. The surveyor then walks forward 694 feet and measures the angle of elevation to be $74^{\circ}35'22''$. What is the height of the hill? Round your solution to the nearest whole foot.

Answer: _____

6. A kayak is seen floating down a creek. The kayak is first spotted 65 feet away. 9 seconds later the kayak is 15 feet away, making a 30° angle between the two sightings. How far did the kayak travel? Round to the nearest tenth.

Answer: _____ feet

7. Find the distance between Charleston, SC and Guayaquil, Ecuador, which lie on the same longitude. The latitude of Charleston is 32.78°N and the latitude of Guayaquil is 2.17°S . Use a radius of 3960 miles for the Earth and round your solution to two decimal places.

Answer: _____

NEW MEXICO HIGHER EDUCATION DEPARTMENT

SUSANA MARTINEZ
GOVERNOR



DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Eastern New Mexico University
Department	Mathematics
Course Number, Title, Credits	MATH 1510, Calculus I, 4
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	No
Name and Title of Contact Person	Dr. Regina Aragon, Chair of Mathematical Sciences
Email and Phone Number of Contact Person	Regina.Aragon@enmu.edu 575-562-2328

Was this course previously part of the general education curriculum?

☐ Yes ☒ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

MATH 1510, Calculus I

List all learning outcomes that are shared between course sections at your institution.

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. Limits. a. Use limit notation. b. Compute limits or determine when a limit does not exist. c. Use limits to decide if a function is continuous. d. Use limits to decide if a function is differentiable. e. Use limits to determine asymptotes. 2. Derivatives a. Determine the derivative of a simple function, at a point as well as more generally, using the definition of the derivative. b. Determine the derivatives of algebraic and transcendental functions using the General Power, Product, Quotient, Chain Rules, implicit differentiation and the linearity of the differential operator. c. Describe the meaning of the derivative as a rate of change in a variety of contexts. d. Use derivatives to sketch graphs of functions with details showing critical points and their natures, inflection points, noting monotonicity, and concavity, connecting these to features found algebraically, such as intercepts and asymptotes. e. Compute local linear approximation. 3. Integrals. a. Compute definite integrals using the limit definition and sigma notation. b. Approximate definite integrals using finite sums. c. Compute indefinite integrals by identifying them with antiderivatives. d. Compute definite and indefinite integrals using substitution. e. Describe the meaning of the integral in a variety of contexts. 4. Applications of calculus. a. Solve optimization problems, related rate problems and motion problems involving position, velocity, speed and acceleration using differentiation and integration. b. Compute area bounded by functions and vertical lines. c. Be able to apply theorems of calculus such as the Fundamental Theorem, the Intermediate Value Theorem, the Mean Value Theorem, the Mean Value Theorem of Integration, and the Extreme Value Theorem.

Institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

Students will communicate mathematical findings orally in small group settings and will communicate mathematical findings in written form through homework assignments and exams. Written and oral communication includes, but is not limited to, using appropriate mathematical terminology, expressing sound mathematical reasoning and logic, using appropriate mathematical theorems, and solving application problems in a variety of contexts. To successfully communicate mathematical findings in written form, students must be able to identify and use correct mathematical terminology and mathematical theorems that apply to the situation, read each problem carefully to understand how to solve a given problem, and must show their work through a logical progression of steps to formulate an appropriate solution. Students must also be able to rationalize and justify their logic to peers in group work settings. The department assesses oral communication of mathematics informally, but uses a common final exam to formally assess students' abilities to communicate mathematics in written form. The grading rubric for assessment of communication is included in the report.

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

Through class discussions, graded homework assignments, exams, and in-class problems and group work, students will develop their critical thinking skills. Students need exposure, explanation and repetition of a variety of problems in a variety of contexts to develop critical thinking skills in mathematics. Faculty model critical thinking skills for their students through problem delineation, evidence acquisition and evaluation and drawing appropriate

conclusions. Then, faculty assign problems to students so that they can develop their own critical thinking skills. First, students must learn how to delineate mathematical problems. This includes identifying mathematical terminology and discerning what the unknown quantity or quantities are that will solve a given problem. Next, students must determine the necessary problem solving techniques, formulas or mathematical theorems that apply to a given problem. Third, students must actually apply the necessary solution technique or formula or mathematical theorem to develop the appropriate solution. Finally, this process also includes the ability to determine the feasibility of solutions. Critical thinking skills are at the heart of every problem in a mathematics course. The department assesses critical thinking skills informally through class discussions, in-class problems and group work. Formally, the department assesses critical thinking using a common departmental final exam. The grading rubric for assessment of critical thinking is included in the report.

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

In Calculus I, quantitative reasoning skills are an important skill set to student success and students' abilities to provide the knowledge obtained in Calculus I to applications in their respective majors. In this course, students must express quantitative information correctly, symbolically, and graphically, primarily in written form. Symbolic representation and communication of quantitative information is key in finding limits, differentiation, integration, and graphing functions. Additionally, students must be able to apply quantitative models to solve real-world problems such as related rates problems, optimization problems and motion problems. Faculty introduce these skills through class discussions and lectures, in-class problems, group work, homework assignments and exams. Informally, faculty assess quantitative reasoning through group work, in-class problem solving exercises, homework, and chapter exams. Formally, faculty assess quantitative reasoning through a common departmental final exam. The grading rubric for assessment of quantitative reasoning is included in the report.

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 the outcomes of the third essential skill. 200 – 300 words.

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

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

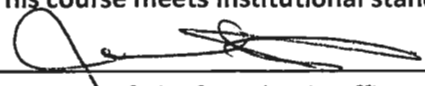
E. Supporting Documents

☒ **Sample Course Rubric Attached** (recommended) ☒ **Sample Assessment Attached** (required)

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

Link to Institution's General Education Assessment Plan

This course meets institutional standards for general education.



Signature of Chief Academic Officer

1/23/19

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

MATH 1510 Assessment

Calculus I

Please enter the number of students who fall into each category. Please use number of students, not percents. You can submit a paper copy or enter your numbers in this spreadsheet.

Instructor: _____

Date: _____

Number of Students Assessed: _____

Essential Skill: Communication	Unacceptable	Acceptable	Target
<i>Genre and Medium Awareness, Application, and Versatility</i>	Students incorrectly identify and express mathematical definitions, terminology or mathematical models used to solve problems or solutions contain major errors that demonstrate a lack of conceptual understanding	Students can correctly identify and express mathematical definitions, terminology or mathematical models to solve problems, but solutions contain minor errors of representation or calculation.	Students correctly identify mathematical definitions, terminology or mathematical models and solutions are correct and communicated effectively.
Final Exam Question 2: Find all discontinuities of a given piece-wise function.			
Final Exam Question 3: Using the definition, find the derivative of a function.			
Essential Skill: Critical Thinking	Unacceptable	Acceptable	Target
<i>Problem Setting.</i>	Students incorrectly gather and identify the mathematical formula(s) or theorem(s) needed to solve the problem.	Students correctly identify the appropriate mathematical formula(s) or theorem(s), but minor mathematical or conceptual errors are present.	Students correctly identify the appropriate mathematical formula(s) or theorem(s) with no mathematical or conceptual errors.
Final Exam Question 7: Find the equation of the tangent line to the function at a given point.			
Final Exam Question 11: Solve a related rates problem.			
<i>Evidence Acquisition and Evaluation.</i>	Students use the incorrect mathematical formula(s) or theorem(s) to solve the problem. Solutions lack sound mathematical logic or major mathematical or conceptual errors are present.	Students use the correct mathematical formula(s) or theorem(s) to solve the problem, but minor mathematical, logical, or conceptual errors are present.	Students use the correct mathematical formula(s) or theorem(s) to correctly solve the problem and work is logically sound.
Final Exam Question 9a: Determine the intervals in which a function is increasing or decreasing. Determine all local extrema.			
Final Exam Question 9b: Determine the intervals in which a function is concave up or concave down. Determine all inflection points.			
<i>Reasoning/Conclusion</i>	Students incorrectly identify the appropriate solution to the problem as a result of major conceptual or mathematical errors.	Students correctly identify the appropriate solution to the problem, but minor conceptual or mathematical errors are present.	Students correctly identify and/or communicate the appropriate solution to the problem with no mathematical or conceptual errors.
Final Exam Question 11: Solve a related rates problem.			

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	New Mexico Highlands University
Department	Computer and Mathematical Sciences
Course Number, Title, Credits	MATH 211, Calculus 1, 4
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Dr. John Jeffries, Chair
Email and Phone Number of Contact Person	jjeffries@nmhu.edu 505-454-3480

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

MATH 1510, Calculus 1

List all learning outcomes that are shared between course sections at your institution.

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. Limits a. Use limit notation. b. Compute limits or determine when a limit does not exist. c. Use limits to decide if a function is continuous. d. Use limits to decide if a function is differentiable. e. Use limits to determine asymptotes.

2. Derivatives a. Determine the derivative of a simple function, at a point as well as more generally, using the definition of the derivative. b. Determine the derivatives of algebraic and transcendental functions using the General Power, Product, Quotient, Chain Rules, implicit differentiation and the linearity of the differential operator. c. Describe the meaning of the derivative as a rate of change in a variety of contexts. d. Use derivatives to sketch graphs of functions with details showing critical points and their natures, inflection points, noting monotonicity, and concavity, connecting these to features found algebraically, such as intercepts and asymptotes. e. Compute local linear approximation. 3. Integrals a. Compute definite integrals using the limit definition and sigma notation. b. Approximate definite integrals using finite sums. c. Compute indefinite integrals by identifying them with antiderivatives. d. Compute definite and indefinite integrals using substitution. e. Describe the meaning of the integral in a variety of contexts. 4. Applications of calculus a. Solve optimization problems, related rate problems and motion problems involving position, velocity, speed and acceleration using differentiation and integration. b. Compute area bounded by functions and vertical lines. c. Be able to apply theorems of calculus such as the Fundamental Theorem, the Intermediate Value Theorem, the Mean Value Theorem, the Mean Value Theorem of Integration, and the Extreme Value Theorem.

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

For this course, students will communicate in a variety of ways. They will investigate, using various media sources (internet, alternative texts), challenging problems assigned by the instructor involving applications of the theory of differentiation and integration. They will present their findings to the class and invite discussion, suggestions and critique. They will submit written conclusions to the instructor which summarizes their findings and they will describe further directions of investigation and research that might be pursued.

Additionally, students will be asked to work collaboratively in groups on more challenging problems, either provided by the instructor or created on their own, and present their conclusions and findings to the class. Class mates will be asked to evaluate this presentation for logical construction and conceptual development.

Students will assemble in groups and will be asked to create and analyze a variety of unusual curves and graphs employing applicable methods of differentiation together with computer software utilities, such as, for example, MatLab, Mathematica, and Maple (or graphing calculators). They will then present their findings to the class and invite comments and questions.

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

In this course, students will be presented with a non-linear model and asked to analyze a given function that describes provided data. Students will then be asked to determine optimal values achieved by this function using the theory of the differential calculus. They will then compare their analytical result with the data. Students will be asked to sketch non-standard curves using first and second derivatives and then to compare with results produced from a variety of software facilities or graphing calculators. Students will be asked to approximate numerical quantities (for example, the square root of five) using continuity procedures (such as the Intermediate Value Theorem), linear approximation and Newton's Method. They will be asked to determine if their result is an overestimate or underestimate and they will justify how they arrived at this conclusion. They will be asked to determine accuracy, error and efficiency, comparing the various methods. Students will be given a variety of curves to examine and asked to estimate the area under these curves over a closed interval using a particular rectangular partition. They will be asked to refine this partition and determine if this provides greater accuracy. They will be asked to use the Fundamental Theorem of Calculus to obtain the exact area under this curve and compare this to estimates they have already obtained. Critical thinking skills are, in general, reinforced by asking students to look at problems from different perspectives, comparing with provided or collected data.

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

Students will effectively process concepts numerically by examining data, graphs, algebraic formulas and written language. Area problems can be solved using numerical integration methods, comparing error and efficiency. Least squares fit of data will involve employing optimization strategies, while rectilinear motion considerations of position, velocity and acceleration can be quantified with differentiation and integration procedures. Students will be asked to create functions to model data, then asked to describe how this function may predict, or fail to predict, future data. Calculus is rich with approximation procedures. Students will be asked to analyze different methods and schemes (Newton's Method for example) and will be asked to numerically quantify accuracy and efficiency. Students will be asked to assess limits and limiting values of functions by generating data with software or programmable calculators. Absolute extreme values of continuous functions over closed intervals can be visually depicted (thus quantified) with methods of curve sketching or utilization of software or graphing calculators when differentiation becomes complicated. This can also be accomplished by generating a sufficient sample of data. In any event, analysis of instantaneous rates of change (differentiation) and continuous accumulation (integration) is facilitated by quantitative reasoning for which students will be asked to explore.

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 the outcomes of the third essential skill. 200 – 300 words.

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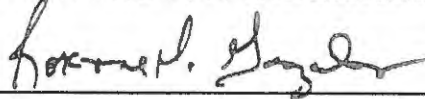
E. Supporting Documents

☐ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

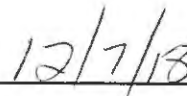
F. Assessment Plan (Must be on file with HED by August 1, 2019)

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 meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Calculus 1

Communication sample assessment

Students will present topics they have investigated to the class. They will be evaluated on their depth of conceptual understanding, how clearly they present their ideas, and how thoroughly they answer questions from their classmates. Students will also be assessed by their contributions to group cooperative learning projects presented to the class. For example, a problem involving comparison of instantaneous speed over an interval of time relative to the average speed over this time interval using the Mean Value Theorem will be assigned. Assessment will focus on adeptness of understanding concepts and thoroughness of conclusions reached as well as student's ability to explain these conclusions to the class.

Critical Thinking sample assessment

Students will be assessed on their mastery of analysis of more challenging problems. They will be judged on their ability to synthesize the ideas of simpler examples of concepts as presented in class and the text, and their ability to adapt these basic ideas to more complicated and applied problems. For example, students will be asked to sketch the graph of the function

$Y = x^2 + \sin^2 x$. The picture of this curve is counter-intuitive in that it is concave up but countably tangent inside and to the curves $y = x^2$ and $y = x^2 + 1$.

Quantitative Reasoning sample assessment

Students will be assessed on their quantitative reasoning skills in a variety of ways. They will examine applied models and be asked to interpret data produced by these models and how this data is consistent with that which the theory of Calculus predicts. Students will be assessed on their ability to devise conceptual generalizations from experimental results and derived data. For example, in the process of investigating area between curves, students will be asked to construct different partitions with inscribed and circumscribed rectangles and then estimate and compare areas. Students will be asked to compare sketches of curves using standard analyses of first and second derivatives to results obtained from mathematical software such as MatLab, Maple or TI graphing calculators.

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Santa Fe Community College
Department	Mathematics
Course Number, Title, Credits	MATH 1510 Calculus I, 4
Co-requisite Course Number and Title, if any	None
Is this application for your system (ENMU, NMSU, & UNM)?	n/a
Name and Title of Contact Person	Robert Shankin, Associate Professor
Email and Phone Number of Contact Person	robert.shankin@sfcc.edu ; 505 428 1371

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☒ AAS

B. Content Area and Essential Skills

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

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C. Learning Outcomes

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MATH 1510 Calculus I

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1. Limits

- a. Use limit notation.
- b. Compute limits or determine when a limit does not exist.
- c. Use limits to decide if a function is continuous.
- d. Use limits to decide if a function is differentiable.
- e. Use limits to determine asymptotes.

2. Derivatives

- a. Determine the derivative of a simple function, at a point as well as more generally, using the definition of the derivative.
- b. Determine the derivatives of algebraic and transcendental functions using the General Power, Product, Quotient, Chain Rules, implicit differentiation and the linearity of the differential operator.
- c. Describe the meaning of the derivative as a rate of change in a variety of contexts.
- d. Use derivatives to sketch graphs of functions with details showing critical points and their natures, inflection points, noting monotonicity, and concavity, connecting these to features found algebraically, such as intercepts and asymptotes.
- e. Compute local linear approximation.

3. Integrals

- a. Compute definite integrals using the limit definition and sigma notation.
- b. Approximate definite integrals using finite sums.
- c. Compute indefinite integrals by identifying them with antiderivatives.
- d. Compute definite and indefinite integrals using substitution.
- e. Describe the meaning of the integral in a variety of contexts.

4. Applications of calculus

- a. Solve optimization problems, related rate problems and motion problems involving position, velocity, speed and acceleration using differentiation and integration.
- b. Compute area bounded by functions and vertical lines.
- c. Be able to apply theorems of calculus such as the Fundamental Theorem, the Intermediate Value Theorem, the Mean Value Theorem, the Mean Value Theorem of Integration, and the Extreme Value Theorem.

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

The language of calculus utilizes common words (instantaneous slope, rate of change) with very precise and specific meanings, focusing on the relationship between two variables that change together. Students communicate their understanding of the relationship between two variables through various media --equations, tables, graphs, and written explanations. They may be given an equation, table or graph and are then directed to explain the relationship between the variables. They also are directed to move in the opposite direction. When given an explanation about the relationship between two variables, they are asked to create graphs, tables, or equations.

Students develop their strategies for understanding and evaluating mathematical messages, working in small groups to answer basic questions and draw conclusions To understand and evaluate the information that typically comes in the mathematical context of an equation, table or graph, students are led through a progression, moving from concrete to abstract, getting lots of practice in stating and clarifying goals, conjecturing possible resolutions or

solutions, evaluating the correctness of the conjecture, and summarizing their conclusions. An abstract topic, for example limits, is first presented with a concrete example. See Math 162 Assessment #1, Tangent Lines and Secant Lines. Students in small groups have to answer some basic questions and draw conclusions. In problem #1 students are frequently problem solving together, explaining strategies, defending answers, and attempting to reach consensus. In problem #2 a problem is presented through the medium of a table of values, and students are instructed to address the problem visually, creating and annotating a graph. In problems 3 and 4 the students are instructed to summarize what they have learned; put their conceptual understanding into writing, using the precise terminology of mathematics.

Student production and evaluation of arguments is critically important. This is why students are allowed to flounder, argue, and arrive at dead ends before clarifying whole-class discussions are initiated. Most student groups take a rather circuitous route to correct answers, going through a cycle of propositions and evaluations, with persuasiveness of arguments being correlated to both correctness of the answer and clarity of communication. During whole-class clarifying discussions, often incorrect group answers are considered first, and during the discussion the methods available for evaluating correctness are put on display.

In Assessment #2 document, the final exam, note that students are asked to change representations in the following problems. #1: starting from just an equation, describe the change that occurs in the graph. #4: from symbolic representation of limits involving infinity, explain the meaning and sketch a graph. #5: from symbolic representation of a function, create a graph to answer questions about limits. #6: sketch a graph meeting all the conditions.

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

The heart and soul of the Calculus I experience is a new way of thinking. Worksheets are utilized, giving students the following small-group experiences:

- Reasoning their way, with support, to their goal.
- Estimating answers in a wide variety of problems before learning the technique for finding exact solutions. They also use estimation skills to rule out unreasonable answers. This emphasizes reasoning skills, evidence evaluation, and the drawing of appropriate conclusions.
- Gaining insight into why an unusual rule (like the derivative of a product) could not have been greatly simplified (to the product of the derivatives).
- Examine the implications and further questions raised by a particular solution.

In Calculus I students begin the process of cataloging the rules for each new operation introduced (limits, derivatives, ...). This is a form of evidence acquisition and evaluation. They begin the process of reasoning, requiring a limited number of formal proofs, but more importantly, students experience mathematics as a proof-based system. Cataloging the rules and providing justification is approached from the perspective of the development of critical thinking. Students compare and contrast the specific rules for the individual operations, they justify their steps (for example, above each equal sign they write the rule number which justifies the step), and they are asked to support their conclusions or final answers. These are cornerstones of the rigorous application of critical thinking skills to advanced applications. Test problems involving estimation, explanations with diagrams, and interpretations. Students have to show the ability to reason clearly.

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

Extensive use is made of application problems. Before being asked to find slopes and then instantaneous slopes, students are asked to (in small groups) describe how fast a specific stock is increasing in price, and how fast water is

draining from the bottom of a tank, given limited data. See Math 162 Assessment #1. They must clearly communicate their understanding of this quantitative information, and change representations. They may be given a table and then construct a graph or modeling equation. They find out that they are very capable of finding slopes, and moving from examining one slope in isolation to viewing the slopes as a sequence of numbers, and then estimating the instantaneous slope at a point. From a table of numbers, inside of a real-world context, students use quantitative reasoning skills to set up a context that gives meaning and depth to the algorithmic abstractions that are soon to follow.

For the students, quantitative reasoning involves knowing why they are finding an instantaneous slope, what kinds of problems can now be solved with this information, and grappling with broader questions. What are the limitations of my solution? What assumptions does this solution method entail? How do I know that my solution is correct? Students engage in quantitative reasoning regularly, and quantitative reasoning problems are included in the assessments.

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 the outcomes of the third essential skill. 200 – 300 words.

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

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

E. Supporting Documents

☐ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

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

Link to Institution's General Education Assessment Plan SFCC's general education assessment plan is currently under development. When complete, it will be posted at <https://www.sfcc.edu/quality/learning-assessment/>

This course meets institutional standards for general education.



Signature of Chief Academic Officer

1.25.19

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Math 162
Final Exam

Name _____

Write nothing on this test sheet except your name and your final solutions. Show all work on a separate piece of paper, keeping problems in order and being sure to show all work.

1. Suppose that the graph of f is given. Describe how the graphs of the following functions can be obtained from the graph of f . Be very specific, giving the size and direction of each transformation.

a) (3 Pts) $y = 2f(x - 1) + 3$

b) (3 Pts) $y = -f(2x)$

2. Find the exact value, and show why.

a) (4 Pts) $b^{3 \log_b 2}$

b) (3 Pts) $\log_b 20 + \log_b \frac{1}{10} - \log_b 2$

3. (4 Pts) If $f(x) = 1 - x^3$ and $g(x) = \frac{1}{x}$, find

a) $f \circ g$

b) $g \circ f$

c) $f \circ f$

d) $g \circ g$

4. (9 Pts) Explain what each of the following means and illustrate with a sketch. (On a separate piece of paper)

a) $\lim_{x \rightarrow a^+} f(x) = L$

b) $\lim_{x \rightarrow a} f(x) = \infty$

c) $\lim_{x \rightarrow \infty} f(x) = L$

5. (6 Pts) Graph

$$g(x) = \begin{cases} -x & \text{if } x \leq -1 \\ 1 - x & \text{if } -1 < x < 1 \\ x - 1 & \text{if } x \geq 1 \end{cases}$$

Use the graph to evaluate each limit, if it exists.

a) $\lim_{x \rightarrow 1^+} g(x)$

b) $\lim_{x \rightarrow 1} g(x)$

c) $\lim_{x \rightarrow 0} g(x)$

d) $\lim_{x \rightarrow 1^-} g(x)$

e) $\lim_{x \rightarrow -1^+} g(x)$

f) $\lim_{x \rightarrow -1} g(x)$

6. The displacement (in meters) of an object moving in a straight line is given by $s = 2 + 3t + t^2$, where t is measured in seconds.

a) (6 Pts) Find the average velocity over each time period.

i) [2,3] ii) [2,2.1] iii) [2,2.01]

b) (2 Pts) Find the instantaneous velocity when $t=2$

7. (6 Pts) Sketch the graph that satisfies the given conditions.

$f'(x) > 0$ for all $x \neq 1$, vertical asymptote at $x=1$,

$f''(x) > 0$ if $x < 1$ or $x > 3$,

$f''(x) < 0$ if $1 < x < 3$

8. (6 Pts) Find $\frac{dy}{dx}$ if $y = x^r e^{sx}$ (treat r and s as constants)

9. (6 Pts) If $g(\theta) = \theta \sin \theta$, find $g''\left(\frac{\pi}{6}\right)$

10. (6 Pts) Find the equation of the tangent line of $y = \frac{x^2-1}{x^2+1}$ at $(0,-1)$

11. (6 Pts) Find $\frac{dy}{dx}$ by implicit differentiation. $1 + x = \sin(xy^2)$

12. (6 Pts) Find the intervals of concavity and state the type of concavity for

$$f(x) = x^4 + 4x^3$$

13. (6 Pts) Find $\int_{-\frac{\pi}{2}}^{\frac{\pi}{2}} (\cos x - 1) dx$

14. (6 Pts) Express $\lim_{n \rightarrow \infty} \sum_{i=1}^n (x_i^{*2} + 3) \Delta x$ on $[2, 5]$ as a definite integral.

15. (6 Pts) Find $\int_1^4 \frac{dt}{(2t+1)^3}$

16. (6 Pts) If $f(x) = \ln x - 1$, $1 \leq x \leq 4$, evaluate the Riemann sum with $n = 3$, taking the sample points to be left end points.

Tangent Lines and Secant Lines

Small group problems

Instructor note: When using these worksheets, you can let students work through the entire worksheet and then have a class discussion, or you can keep the class together by having class discussions after every 1 to 3 problems, or you don't pass out worksheets to students and instead just put the problems on the board one at a time. The first time you use these worksheets it is recommended that you keep the class together, and after every 1 to 3 problems hold a class discussion where the correct answers are revealed and questions are answered.

1. IBM stock at year 3 was \$40 a share. At year 7 it was \$120 per share.
 - a) Suppose all the growth occurred in the first year, between year 3 and year 4, and then from year 4 until year 7 the price per share stayed at 120. What was the average rate of change (on average, how much did the price per share increase each year)? Illustrate with a graph.

$$m = 20$$

- b) Suppose all the growth occurred in the last year, between year 6 and year 7. From year 3 until year 6 the price per share stayed at 40. What was the average rate of change (on average, how much did the price per share increase each year)? Illustrate with a graph.

$$m = 20$$

- c) From the two points (x_1, y_1) and (x_2, y_2) , write an expression for the average rate of change if you are moving from the first point to the 2nd point.

$$m = \frac{y_2 - y_1}{x_2 - x_1}$$

- d) On a circle a tangent line at a point just nicks the circle, touching it at only one point. On a general curve the tangent line nicks the curve, but may also eventually touch the curve elsewhere. While a tangent line focuses on one point on a curve, a secant line needs two points on a curve. It is simply the line between these two points. In your graphs above,

when you connect the two given points with a line, is this a tangent line or a secant line?
What does its slope represent?

A secant line. Its slope represents the average rate of change of the function.

2. A tank holds 1000 gallons of water, which drains from the bottom of the tank in half an hour. The values in the table show the volume V of water remaining in the tank (in gallons) after t minutes.

t (minutes)	0	5	10	15	20	25	30
V (gallons)	1000	694	444	250	111	28	0

- a) When is water emptying fastest, and why?

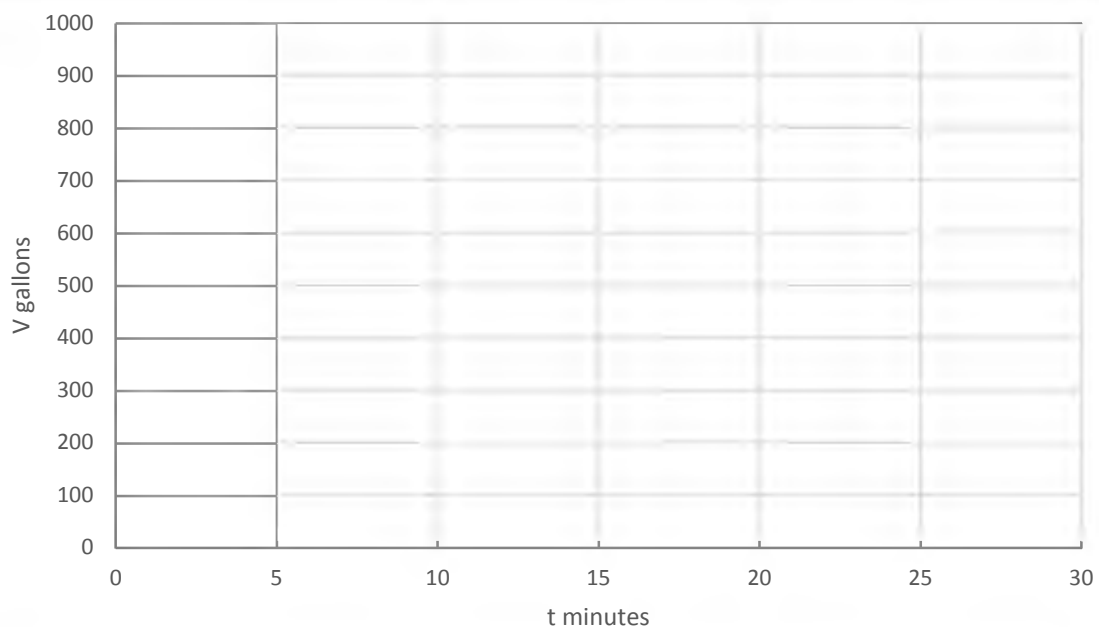
As soon as you start draining the water because of the pressure from the water above the portion that immediately drains.

- b) Estimate how fast the water is leaving the tank at $t = 15$.

Water is leaving the tank at a rate of -33.3 gal/min, which is the slope from the two points (10, 444) and (20, 111).

Instructor note: Find out which groups used the time interval [15, 20], who used [10, 15], and who used [10, 20]. Show that if you average the answers from the first two time intervals you get the answer for the 3rd time interval: thus the most efficient way to compute the best answer is to not even use the point (15, 250).

- c) Place dots on the graph below corresponding to the data points.



- d) In the graph above,
- i) Sketch the smooth curve through all the data points that approximates the actual flow of water.
 - ii) Sketch the secant lines on the intervals $[15, 20]$ (which means $15 \leq t \leq 20$), $[10, 15]$, and then draw the secant line using a dashed line on the interval $[10, 20]$. Compute the slope of each of these secant lines, and annotate your graph with these slope values.
 - iii) Draw the tangent line at the point $(15, 250)$.
 - iv) Hang on. Notice that we didn't use any of the data except for the volumes at 10 minutes, 15 minutes, and 20 minutes. Would we get a better estimate of rate at which water is leaving the tank after 15 minutes if we used all of the data?

Instructor note: Show how the tangent line is parallel to the secant line on the interval $[10, 20]$.

Poll your class. We only want to use the two closest data points near $t = 15$. If the data had come in 1-minute increments, we would only use the data at $t = 14$ and $t = 16$.

3. Describe the difference between a secant line and a tangent line.

A secant line is a line between two points. Both of these points are on the curve.

A tangent line is through one point on the curve, just nicking the curve at this point.

4. What does the slope of a secant line represent, and what does the slope of a tangent line represent?

Both represent rates of change. The slope of a secant line is an average rate of change (as with IBM stock). The slope of a tangent line is an instantaneous rate of change (as we saw when computing the rate at which water is draining when $t = 15$ minutes).

NEW MEXICO HIGHER EDUCATION DEPARTMENT

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DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	New Mexico Junior College
Department	Mathematics
Course Number, Title, Credits	MATH 1511, Calculus I, 4
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Charlotte Schmitz, Professor of Mathematics and Assessment Coordinator
Email and Phone Number of Contact Person	cschmitz@nmjc.edu , 575-492-2817

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS ☒ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

MATH 1511, Calculus I

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes

CCNS outcomes listed here will replace NMJC's specific course outcomes as of Fall 2019:

1. Limits: a. Use limit notation. b. Compute limits or determine when a limit does not exist. c. Use limits to decide if a function is continuous. d. Use limits to decide if a function is differentiable. e. Use limits to determine asymptotes.
2. Derivatives: a. Determine the derivative of a simple function, at a point as well as more generally, using the definition of the derivative. b. Determine the derivatives of algebraic and transcendental functions using the General Power, Product, Quotient, Chain Rules, implicit differentiation and the linearity of the differential operator. c. Describe the meaning of the derivative as a rate of change in a variety of contexts. d. Use derivatives to sketch graphs of functions with details showing critical points and their natures, inflection points, noting monotonicity, and concavity, connecting these to features found algebraically, such as intercepts and asymptotes. e. Compute local linear approximation.
3. Integrals: a. Compute definite integrals using the limit definition and sigma notation. b. Approximate definite integrals using finite sums. c. Compute indefinite integrals by identifying them with antiderivatives. d. Compute definite and indefinite integrals using substitution. e. Describe the meaning of the integral in a variety of contexts.
4. Applications of calculus: a. Solve optimization problems, related rate problems and motion problems involving position, velocity, speed and acceleration using differentiation and integration. b. Compute area bounded by functions and vertical lines. c. Be able to apply theorems of calculus such as the Fundamental Theorem, the Intermediate Value Theorem, the Mean Value Theorem, the Mean Value Theorem of Integration, and the Extreme Value Theorem.

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

Calculus I grows mathematical communication through new concepts and notations applied to previously learned functions.

“Genre and Medium Awareness” is developed in the new contexts of limits, derivatives, and integrals. Students must learn proper use of and notation for each context. (CCNS outcomes 1, 2, and 3)

“Strategies for Understanding and Evaluating Messages” are developed in each context and extended to applications of each. (CCNS outcomes 1, 2, 3, and 4)

“Evaluation and Production of Arguments” is developed as students learn to recognize intuitive and theoretical concepts of limits, derivatives, and integrals. (CCNS outcomes 1, 2, and 3)

Calculus I requires students to use new and specific mathematical communication skills. The language of Calculus is abstract and conceptual. It assumes fluency in all previously learned functions so notation related to mathematics of change can be imposed on them. Students practice through lecture, examples, group work, homework, in-class quizzes and chapter tests. Assessment of Calculus style mathematical communication exists in a set of final assessments based on the broad outcomes: Limits, Derivatives, Integrals, Applications. With respect to Communication as an essential skill, data will be collected from selected questions on each final assessment to create a focused measure of student success.

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

Calculus I develops critical thinking skills by taking previous problem solving skills to a new level. The intuitive and theoretical underpinnings of Calculus mature critical thinking skills significantly. Students must learn to recognize and apply new skills and concepts to previous algebraic and trigonometric ideas.

“Problem Setting” and “Evidence Acquisition” refer to recognizing necessary processes and how to carry them out on relevant or given functions. (CCNS outcomes 1, 2, 3, and 4)

“Evidence Evaluation” occurs through manipulating given functions in order to satisfy given instructions. (CCNS outcomes 1, 2, 3 and 4)

“Reasoning/Conclusion” implies ability to use given information, select correct processes and apply function characteristics to arrive at a correct, complete final result. (CCNS outcome 4)

Critical Thinking as an essential skill will be most directly assessed using the Applications final assessment. All four final assessments are relevant to critical thinking skills, but for a summary measure Applications will be most effective.

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

Calculus I grows quantitative reasoning through deeper study of graphical and geometric analysis of functions, their graphs and behavior at critical points or infinity.

“Communication/Representation of Quantitative Information” is developed through the study of extreme values and end behavior with use of corresponding notation. (CCNS outcomes 1, 2, and 4)

“Analysis of Quantitative Arguments” exists in interpreting given values, behaviors and details of functions in various contexts. It is also in creating graphs fitting given characteristics. (CCNS outcomes 1 and 2)

“Application of Quantitative Models” is developed through setting up and solving various applications based on given information and context. It also implies communicating results with proper notation and explanation. (CCNS outcome 4).

As with previous essential skills described for Calculus I, Quantitative Reasoning will be assessed using the set of final assessments correlated to each of the CCNS outcomes: Limits, Derivatives, Integrals, and Applications. Other learning activities are embedded, but data for measuring overall student success will come from selected questions on each of the final assessments.

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 the outcomes of the third essential skill. 200 – 300 words.

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

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

E. Supporting Documents

☐ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

F. 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

NMJC's assessment process equates General Education Assessment to Departmental Assessment. Courses and Faculty are organized according to general education content areas for assessment reporting. The following points define basic principles and steps of assessment of student learning. Faculty within each department/content area work together to create detailed plans fitting their unique area or courses.

- As of fall 2019 faculty members of each department (content area) adopt the set of student learning outcomes from the Common Course Numbering System accepted by NMHED. At least one of the outcomes should be clearly noted as correlated to an established institutional outcome. Professors implement assessment methods in courses to provide data for the respective department/content area and institutional outcome/essential skill.
- Each department submits a report of assessment activities reflecting all courses within the department. Departmental assessment reports are reviewed by the dean, the assessment coordinator and the vice president for instruction.
- Institutional assessment is a combination of applicable portions of departmental reports and standardized test results to document and track NMJC's overall student success.

This course meets institutional standards for general education.



Signature of Chief Academic Officer

Date 1/15/2019

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

CALCULUS I

Final Assessment of Applications

Form 1

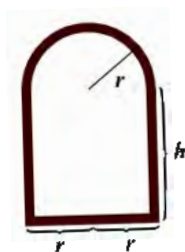
Name_____

Date_____

MA144

Show all work and work must be consistent with answer shown for credit.

1. A window on a new house is designed as a rectangle with a semicircle on the top. If the window is designed to let in the maximum amount of light, and the architect fixes the perimeter of the window to be 610 in., determine the radius r (of the semicircle) and height h of the rectangle so as to maximize the area.



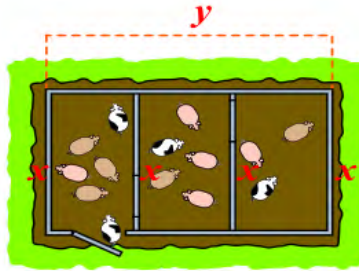
Enter the exact answer or round to the nearest hundredth.

Answer: $r =$ _____ in. $h =$ _____ in.

2. A theme park ride is descending on a parabolic path that can be approximated by the equation $y = -\frac{1}{50}x^2 + 60$ (distance is measured in feet). If the horizontal component of its velocity is a constant 5ft/s, find the rate of change of its elevation when $x = 25$.

Answer: _____ ft/s

3. A farmer wants to build a rectangular pen and then divide it with two interior fences. The total area inside of the pen will be 2394 square feet. The exterior fencing costs \$24.32 per foot and the interior fencing costs \$16.00 per foot.



Find the dimensions of the pen that will minimize the cost.

Answer: $x =$ _____ feet $y =$ _____ feet

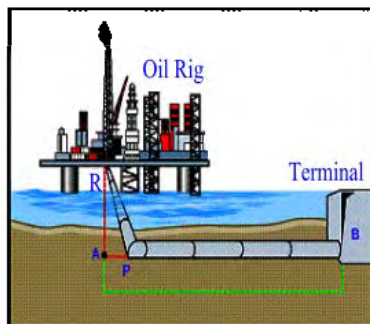
4. A cistern in the form of an inverted circular cone is being filled with water at the rate of 90 liters per minute. If the cistern is 5 meters deep, and the radius of its opening is 2 meters, find the rate at which the water level is rising in the cistern 10 minutes after the filling process began. Round any intermediate calculations, if needed, to no less than six decimal places, and round your final answer to three decimal places. (Hint: $1\text{m}^3 = 1000\text{L}$.)

Answer: _____ m/min

5. The volume of a cube is decreasing at a rate of $320\text{mm}^3/\text{s}$. What is the rate of change of the cube's surface area when its edges are 40mm long?

Answer: _____ mm^2/s

6. An environmental landscaping company wishes to run a pipeline from a pumping platform (R) located 15 miles offshore to a terminal (B) 18 miles down the coast. It costs \$153,000 per mile to lay the pipeline underwater and \$72,000 per mile to lay the pipeline over land. Determine how many miles from the terminal the two types of pipe should meet (P) so that the total cost is minimized. Enter the exact answer or round to the nearest hundredth.



Answer: _____ miles

7. A military plane is flying directly toward an air traffic control tower, maintaining an altitude of 15 miles above the tower. The radar detects that the distance between the plane and the tower is 25 miles and that it is decreasing at a rate of 990mph. What is the ground speed of the plane? Round your answer to two decimal places if necessary.

Answer: _____ mph

8. Use implicit differentiation to find the equations of the tangent and normal lines at the point $(8,1)$ for the curve $(x^2 + 3)y = 67$.

Answer: Tangent line: $y =$ _____

Normal line: $y =$ _____

9. The weekly revenue from the production and sale of x units of oil is given by $R(x) = 183x - 3x^2$ thousand dollars. The cost function is given by $C(x) = 2x^2 + 83x + 7$ thousand dollars. Find the number of units of oil that are to be produced to maximize the profit if $0 \leq x \leq 23$.

Answer: $x =$ _____ units

NEW MEXICO HIGHER EDUCATION DEPARTMENT

SUSANA MARTINEZ
GOVERNOR



DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	New Mexico Junior College
Department	Mathematics
Course Number, Title, Credits	MATH 1520, Calculus II, 4
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Charlotte Schmitz, Professor of Mathematics and Assessment Coordinator
Email and Phone Number of Contact Person	cschmitz@nmjc.edu , 575-492-2817

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS ☒ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

MATH 1520, Calculus II

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes

CCNS outcomes listed here will replace NMJC's specific course outcomes as of Fall 2019:

1. Integration: a. Determine the indefinite integrals and compute definite integrals of algebraic and transcendental functions using various techniques of integration including integration by parts, trigonometric substitution, and partial fraction decomposition. b. Compute improper integrals using the appropriate limit definitions. c. Solve problems involving separable differential equations.
2. Sequences and Series: a. Compute the limit of sequences. b. Compute the sum of a basic series using its n th partial sum. c. Compute the sum of geometric and telescoping series. d. Determine if a series converges using the appropriate test, such as the n th term, integral, p -series, comparison, limit comparison, ratio, root, and alternating series tests. e. Determine if a series converges absolutely, converges conditionally or diverges.
3. Properties of power series: a. Compute the radius and interval of convergence of a power series. b. Compute the Taylor polynomials of functions. c. Compute basic Taylor series using the definition. d. Compute Taylor series using function arithmetic, composition, differentiation, and integration. e. Compute limits with Taylor series. f. Approximate definite integrals with Taylor series and estimate the error of approximation. g. Determine the sum of a convergent series using Taylor series.
4. Applications of integration: a. Compute volumes and areas of surfaces of solids of revolution. b. Compute length of curves. c. Apply integration using alternative coordinate forms and using a parameter.

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

Calculus II builds on mathematical communication by making additional use of and introducing more new concepts and notation from Calculus I.

"Genre and Medium Awareness" is developed in new contexts of sequences, series, differential equations and geometric applications of integrals. Specific notation applies with each new context. (CCNS outcomes 1, 2, 3, and 4)
 "Strategies for Understanding and Evaluating Messages" are developed with each new topic and application. (CCNS outcomes 2, 3, and 4)

"Evaluation and Production of Arguments" is developed as students learn to recognize use of each new concept and how it helps describe and quantify the real world mathematically. (CCNS outcomes 2, 3, and 4)

Calculus II requires students to use more new and specific mathematical communication skills. It too is abstract and conceptual, but includes visual/geometric applications of integration. Calculus II assumes fluency in all previously learned functions so new concepts are imposed on familiar functions and graphs. Standard learning opportunities are used (lecture, examples, group work, homework, in-class quizzes and chapter tests). Assessment of communication in context of Calculus II will be through a set of final assessments based on the broad outcomes: Graphing and Geometric Applications, Techniques of Integration, and Infinite Series. With respect to Communication as an essential skill, data will be collected from selected questions on each final assessment to generate a direct measure of student success.

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

Calculus II develops critical thinking skills by adding more variety in problem solving abilities. Calculus I introduces mathematics of change. Calculus II increases the variety of applications in the real world that are explained and predicted by Calculus. Where Calculus I matured critical thinking skills, Calculus II diversifies them. Students learn to recognize the many options available to represent and solve various types of higher level problems still using previous algebraic and trigonometric functions within the problem.

“Problem Setting” and “Evidence Acquisition” refer to recognizing relevant, useful processes based on given information. (CCNS outcomes 1, 2, 3, and 4)

“Evidence Evaluation” is developed by performing stated operations given functions and conditions. (CCNS outcomes 1, 2, 3 and 4)

“Reasoning/Conclusion” implies ability to use given information, select correct processes and recognize function characteristics to arrive at a correct, complete final result. (CCNS outcomes 1, 2, 3, and 4)

Critical Thinking as an essential skill will also be assessed using selected questions from the three final assessments correlated to the four CCNS outcomes. All four CCNS outcomes are related to the stated components of critical thinking.

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

Calculus II cultivates quantitative reasoning through study of sequences, series and geometric applications of integration. Each of these topics requires students to think about quantitative aspects of patterns carried to infinity or shapes formed by functions with boundary conditions or rotations.

“Communication/Representation of Quantitative Information” is developed through the study of sequences and series. Most specifically in sums of infinite series and characteristics of power series. (CCNS outcomes 2 and 3)

“Analysis of Quantitative Arguments” exists in interpreting results of testing convergence of series and in representing solids of revolution given functions and boundaries. (CCNS outcomes 2, 3 and 4)

“Application of Quantitative Models” is developed through calculating volume, surface area, center of mass, and length for curves, surfaces or solids. Each type of application encountered in the course provides opportunity for students to exercise application of quantitative models. It also implies communicating results with proper notation and explanation. (CCNS outcomes 1, 2, 3, and 4).

As with previous essential skills described for Calculus II, Quantitative Reasoning will be assessed using the set of final assessments correlated to each of the CCNS outcomes: Graphing and Geometric Applications, Techniques of Integration, and Infinite Series. Standard learning activities are embedded, but data measuring overall student success will come from selected questions on each of the final assessments.

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 the outcomes of the third essential skill. 200 – 300 words.

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

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

E. Supporting Documents

☐ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

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

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https://www.nmjc.edu/about/institutional_effectiveness/assessment_student.aspx

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- Each department submits a report of assessment activities reflecting all courses within the department. Departmental assessment reports are reviewed by the dean, the assessment coordinator and the vice president for instruction.
- Institutional assessment is a combination of applicable portions of departmental reports and standardized test results to document and track NMJC's overall student success.

This course meets institutional standards for general education.



Signature of Chief Academic Officer

Date 1/15/2019

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Calculus II Final Assessment
Graphing and Geometric Applications

MA154

1. Find the volume of the solid generated by revolving the region bounded by the graphs of the equations $y = x^2 - 3x + 4$ and $5y = 9x + 25$ and the inequality $x \geq 0$ about the y -axis. Write the exact answer. Do not round.

Answer: $V =$ _____

2. Consider the solid formed by rotating the graph of $y = \frac{7}{x^3}$, $2 \leq x \leq a$, around the x -axis. What does the volume of this solid converge to as $a \rightarrow \infty$? Write the exact answer. Do not round.

Answer: _____

3. Determine the arc length L of the curve defined by the equation $y = \frac{e^x}{8} + 2e^{-x}$ over the interval $0 \leq x \leq 3$. Write the exact answer. Do not round.

Answer: _____

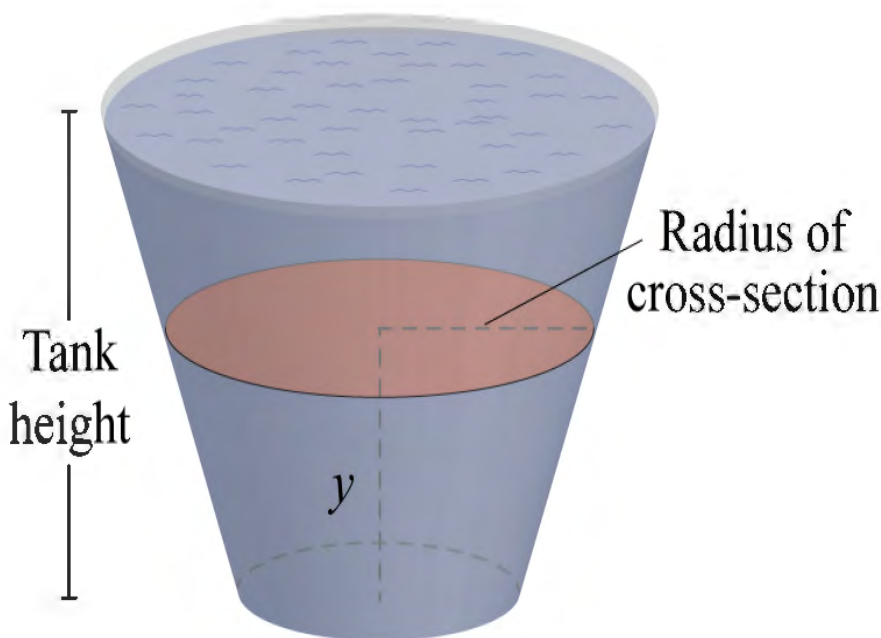
4. Find the surface area of the solid obtained by revolving the curve $2y = x^2 - 11$, $1 \leq y \leq 2$, about the y -axis. Write the exact answer. Do not round.

Answer: _____

5. Find the centroid of the plane region of constant density bounded by the curves $y = \frac{5}{2x}$, $y = 0$, $x = 1$, and $x = 3$. If possible, use symmetry to simplify your calculations. Write your answer as an ordered pair. Write the exact answer. Do not round.

Answer: $(\bar{x}, \bar{y}) =$ _____

6. A tank in the shape of an inverted cone frustum has cross-sections of radius $1 + \frac{1}{6}y$ feet at an altitude of y feet above the base. If its height is 8ft and it is filled with water, how much work is done to pump all of the water out over the top of the tank? The weight density of water is 62.4 lb/ft^3 . Round your answer to two decimal places.



Answer: _____ ft – lb

7. Find the arc length of the polar curve $r = 12\sin \theta$, $0 \leq \theta \leq \frac{\pi}{2}$. Write the exact answer. Do not round.

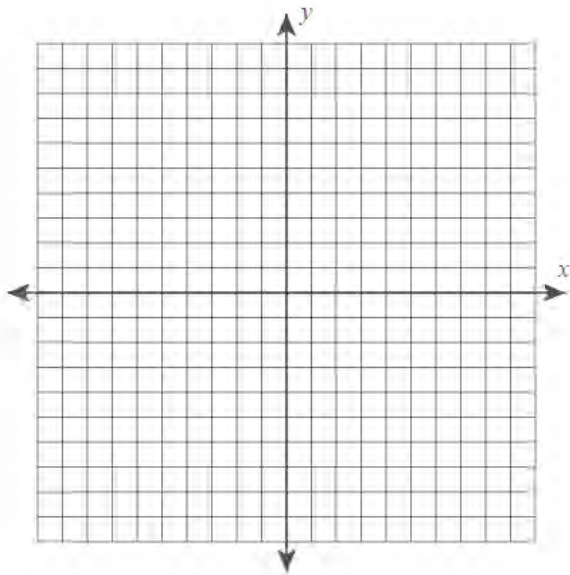
Answer: _____

8. Consider the following parametric equations:

$$x = 2\cos(\theta) - 1 \text{ and } y = 2\sin^2(\theta) - 2$$

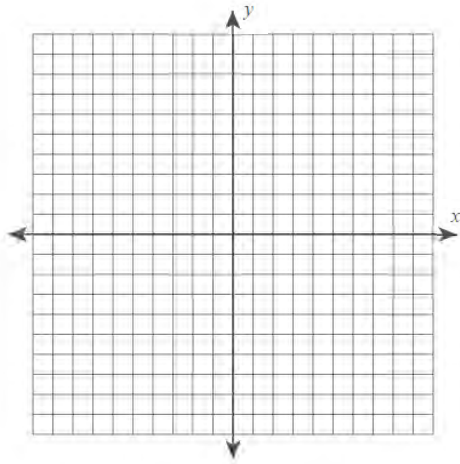
Step 1. Complete the table using the parametric equations given above. Enter the points (x, y) that result from the θ -values 0 and $\frac{\pi}{2}$. Please enter your answer as a fraction or a decimal number rounded to two decimal places.

Step 2. Plot the points that result from the values of $\theta = 0, \frac{\pi}{4}, \frac{\pi}{2}, \frac{3\pi}{4}, \pi$ on the graph.



9. Plot the point given by the following polar coordinates on the graph below. Each circular grid line is 0.5 units apart.

$$(-2.5, \pi)$$



10. Find the area of the surface generated by revolving the parametric curve $x = 2t - 3$, $y = 10 - 2t$, $3 \leq t \leq 5$ about the y -axis. Write the exact answer. Do not round.

Answer: $A =$ _____

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DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Santa Fe Community College
Department	Mathematics
Course Number, Title, Credits	MATH 1520, Calculus II, 4
Co-requisite Course Number and Title, if any	None
Is this application for your system (ENMU, NMSU, & UNM)?	n/a
Name and Title of Contact Person	Robert Shankin, Associate Professor
Email and Phone Number of Contact Person	robert.shankin@sfcc.edu ; 505 428 1371

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☒ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

List New Mexico Common Course Prefix, Number and Name

List all learning outcomes that are shared between course sections at your institution.

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. Integration

a. Determine the indefinite integrals and compute definite integrals of algebraic and transcendental functions using various techniques of integration including integration by parts, trigonometric substitution, and partial fraction decomposition.

b. Compute improper integrals using the appropriate limit definitions.

c. Solve problems involving separable differential equations.

2. Sequences and Series

a. Compute the limit of sequences.

b. Compute the sum of a basic series using its n th partial sum.

c. Compute the sum of geometric and telescoping series.

d. Determine if a series converges using the appropriate test, such as the n th term, integral, p -series, comparison, limit comparison, ratio, root, and alternating series tests.

e. Determine if a series converges absolutely, converges conditionally or diverges.

3. Properties of power series

a. Compute the radius and interval of convergence of a power series.

b. Compute the Taylor polynomials of functions.

c. Compute basic Taylor series using the definition.

d. Compute Taylor series using function arithmetic, composition, differentiation, and integration.

e. Compute limits with Taylor series.

f. Approximate definite integrals with Taylor series and estimate the error of approximation.

g. Determine the sum of a convergent series using Taylor series.

4. Applications of integration

a. Compute volumes and areas of surfaces of solids of revolution.

b. Compute length of curves.

c. Apply integration using alternative coordinate forms and using a parameter.

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

Students communicate their understanding of the relationship between two variables through various media -- equations, tables, graphs, and written explanations. Students are led through a progression, moving from concrete to abstract, getting lots of practice in stating and clarifying goals, conjecturing possible resolutions or solutions, evaluating the correctness of the conjecture, and summarizing their conclusions.

Calculus II begins with applications of integration. Students develop their strategies for understanding and evaluating mathematical messages, working in small groups to answer basic questions and draw conclusions. This peer-to-peer interaction, in which students are problem solving together, explaining strategies, defending answers, and eventually attempting to reach consensus, is essential practice for these budding skills of communication in a scientific or mathematical context. Students are communicating a problem-solving approach, which involves looking at the problem from many different points of view. Also, through the topic of convergence of series, students spend a great deal of time learning and using the formal communication style of a mathematical proof.

Along with small group discussions, classroom discussions are used to continually ask students to interpret their answers, justify answers, and explain steps. This is assessed this by requiring production of arguments in a wide variety of modes, involving formal mathematical proofs, application problems which have follow-up questions (like the interpretation of the answer), and the defense of a proposed solution.

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

Calculus II starts with concrete applications of integration to problems within a real-world context. These problems involve the use of geometry, trigonometry and calculus, trial-and-error, estimation skills, visualization techniques, and creative thinking. Solutions are tested, and students have to defend their answers. In classroom discussions students are led to see the problem at hand from many different points of view.

This course also includes the formal proof of convergence of a series. A body of theorems (called Convergence Tests) is analyzed and understood by students until they are able to put the theorems into some sort of mental flow-chart. Then a given series is proved to be convergent or divergent by navigating their way through the complex thought processes directed by this internalized flow-chart. In this context critical thinking for the student involves the mastery of a complex theoretical tool (a theorem), then the synthesis of an entire set of related tools (Convergence Tests), and finally the assembling of an argument (a proof), to evaluate convergence or divergence of the series.

See Math 163 Assessment #1 and Math 163 Assessment #2 for the student and instructor versions of the review activity for Convergence/Divergence Tests. In problem #1 students address the problem setting, amass the evidence, and in the last two columns, they begin to evaluate this evidence. In problem #3, they are given all of the elements of a flow chart, given the layout of the flowchart, and then must insert the elements into appropriate places. This requires more complex evidence evaluation, along with reasoning skills, resulting in a usable flow chart to guide the process of eventually concluding convergence or divergence of the series.

Students are assessed by exams and graded homework that require them to demonstrate their proficiency in integration techniques, basic differential equations, creating power series, solving real-world applications, and constructing proofs.

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

Students are continually required to switch between the main representational forms of quantitative information; graphs, equations, tables, and explanations. Clear communication is required to explain in words the relationship between the input and output variables when the only information they start out with is contained in a graph, or a table, or an equation. And mastery of these representations is required to reverse this process, as when the students, from only an explanation, construct the modeling equation. This is demonstrated in Math 163 Assessment #3, where in each problem beyond #1, students are constructing modeling equations from explanations.

Analysis of quantitative arguments has significant overlap with Critical Thinking. See the second to last paragraph in the Critical Thinking section.

An example of the application of quantitative models: students learn how to compute the length of a curve using a rather complex formula. They are later asked to find the amount of fence to purchase when they need to fence in the pond (at a new age park) that is bordered by a line segment and a portion of a parabola. Such a problem is posed to the students two weeks after they have learned how to compute the length of a curve. Students who are stumped by such a problem get the opportunity to form deeper connections, linking the abstract mathematical formula with a

specific application. It's a simple reasoning process to conclude that the length of a curve formula needs to be applied to the parabolic segment of the pool, but the tendency to compartmentalize is great, and the students need and get this specific targeted assistance in the 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 the outcomes of the third essential skill. 200 – 300 words.

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

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


E. Supporting Documents

☐ Sample Course Rubric Attached (recommended) ☐ Sample Assessment Attached (required)

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

Link to Institution's General Education Assessment Plan [Link to Institution's General Education Assessment Plan](https://www.sfcc.edu/quality/learning-assessment/)
SFCC's general education assessment plan is currently under development. When complete, it will be posted at <https://www.sfcc.edu/quality/learning-assessment/>

This course meets institutional standards for general education.



Signature of Chief Academic Officer

1.25.19

Date

HED Internal Use Only

Presented to NMCC on _____
Date

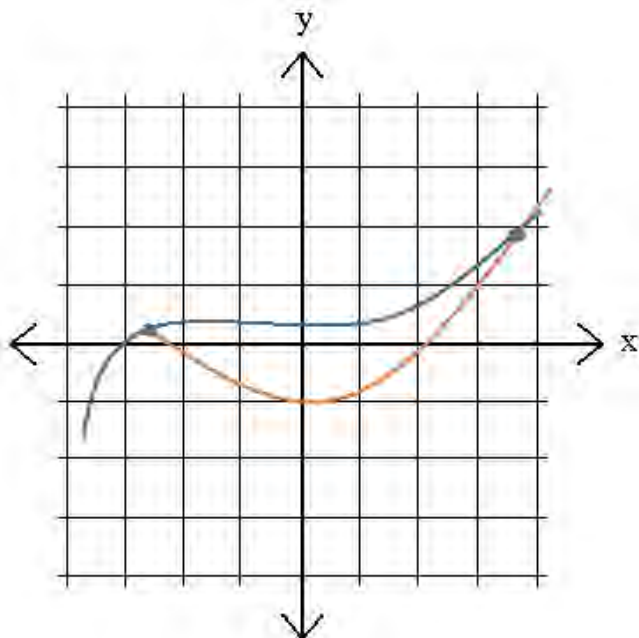
☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Modeling Exponential Functions

1. If you find a curve that passes through two points, will you get different curves if you use a 2nd degree polynomial versus a 3rd degree polynomial? Yes!



2. What if you put an exponential function of the form $f(t) = A_0 b^t$ or of the form $f(t) = A_0 e^{kt}$ between two points? Will we come up with identical graphs or different graphs when we change the base or change the form? Let's explore this.

Suppose at hour 0 you have 10 bacteria. At hour 3 you have 80 bacteria.

- a) Create an exponential function of the form $f(t) = A_0 b^t$ to model the population size.

- i) Use base $b = 2$. $f(t) = 10 * 2^t$

- ii) Use base $b = 4$. $f(t) = 10 * 4^{\frac{t}{2}}$

- b) Use an exponential function of the form $f(t) = A_0 e^{kt}$ to model the population size.

$$f(t) = 10 * e^{\frac{\ln 8}{3} t}$$

- c) Are the graphs of the three different modeling functions exactly the same?

Yes. You can verify this by showing that you get exactly the same output in all three functions, no matter the input. Demonstrate with input of $t = 5$.

- d) When we model data with an exponential function, note that it doesn't matter which form of modeling equation we use, or which base we use. Incredible, but true: there is only one basic exponential function (although it can be written in many forms) that passes through two points.

3. A population of 100 grows by 3% each year. Write a function which models the population y after t years using

- a) an exponential function of the form $y = A_0 b^t$

$$y = 100 * 1.03^t$$

- b) an exponential function of the form $y = A_0 e^{kt}$

$$y = 100 * e^{t \cdot \ln 1.03}$$

- c) A common student mistake is to model this situation with $y = 100 * e^{.03t}$. Demonstrate that $y = 100 * e^{.03t}$ does not accurately model this situation.

At the end of one year you would have 103.045, not 103. It is a common student mistake to try to model this situation with $y = 100 * e^{.03t}$.

- d) Verify that you get the same output for your modeling equations in both a) and b) when the input is $t = 4$ years.

112.551 in both cases

- e) Where does the yearly growth rate show up when you model with an exponential function of the form $y = A_0 b^t$?

The yearly growth rate when modeling with $y = A_0 b^t$ is $b - 1 = 1.03 - 1 = .03$

4. A population of 100 has an instantaneous growth rate of 3%. This grows by slightly more than 3% per year, in the same way that 3% interest compounded continuously is slightly larger growth than 3% interest compounded annually.

- a) Write the modeling equation for a population of 100 that has an instantaneous growth rate of 3%.

$$y = 100 * e^{.03t}$$

- b) Find $\frac{dy}{dt}$.

$$\frac{dy}{dt} = 100 * e^{.03t} * .03 = .03y$$

- c) Where does the instantaneous growth rate show up when we model with $y = A_0 e^{kt}$?

k

5. We deposited \$400 at a fixed interest rate and 12 years later we had \$520.

- a) Use $y = A_0 b^t$ to model this situation, and then state the yearly growth rate.

$$y = 400 * 1.0221^t$$

Yearly growth rate = $b - 1 = .0221$

- b) Use $y = A_0 e^{kt}$ to model this situation, and then state the instantaneous growth rate.

$$y = 400 * e^{\frac{\ln 1.3}{12} t}$$

$$\text{Relative growth rate} = k = \frac{\ln 1.3}{12} \approx .0219$$

- c) Which is larger, the yearly growth rate or the instantaneous growth rate?

The yearly growth rate.

- d) Is the corresponding yearly growth rate always larger than the instantaneous growth rate?

Yes. Note that the effective interest rate for 6% annual interest is .06. If we wanted to have an effective interest of 6% with continuous compounding, we need the continuously compounded interest rate to be slightly smaller than 6%.

Convergence/Divergence Tests, Instructor Version

Does $\sum a_i$ converge?

1. Complete the table below.

Test Name	Statement of Test	Indications that I should use this test	How often is this test used?
Divergence Test	If $\lim_{i \rightarrow \infty} a_i \neq 0$, then $\sum a_i$ diverges.	For any series.	Almost every time we test for convergence.
Comparison Test	If $0 < a_k \leq b_k$ and $\sum b_k$ converges, then $\sum a_k$ converges. If $0 < b_k \leq a_k$ and $\sum b_k$ diverges, then $\sum a_k$ diverges.	The series is essentially either a geometric series or a p-series.	Rarely. Limit Comparison Test is used much more often.
Limit Comparison Test	Let $\lim_{k \rightarrow \infty} \frac{a_k}{b_k} = L$. 1. If $0 < L < \infty$, then $\sum a_k$ and $\sum b_k$ either both converge or diverge together. 2. If $L = 0$ and $\sum b_k$ converges, then $\sum a_k$ converges. 3. If $L = \infty$ and $\sum b_k$ diverges, then $\sum a_k$ diverges.	The series is essentially either a geometric series or a p-series, like $\sum_{k=1}^{\infty} \frac{k^2}{3k^5+2}$. This is essentially the p-series $b_k = \frac{1}{k^3}$.	Somewhat, but not that often. However, when we need this test we really need it. The other tests will fail (produce no conclusion) when the series is essentially a p-series or a geometric series.
Ratio Test	Let $r = \lim_{k \rightarrow \infty} \frac{a_{k+1}}{a_k}$. 1. If $0 \leq r < 1$, then $\sum a_k$ converges. 2. If $r > 1$, then $\sum a_k$ diverges. 3. If $r = 1$, the test is inconclusive.	We use the flow chart. Falling as far as the Ratio Test doesn't guarantee its use.	This is probably the most used and most versatile of all the tests. It is very useful in the next chapter, with Power Series.
Root Test	Let $\rho = \lim_{k \rightarrow \infty} \sqrt[k]{a_k}$. 1. If $0 \leq \rho < 1$, the series converges. 2. If $\rho > 1$ the series diverges. 3. If $\rho = 1$, the test is inconclusive.	Use this when the ratio test is inconclusive.	Seldom used. If the flow chart brings you to try either the root or ratio test, try the ratio test first.
Integral Test	$\sum_{k=1}^{\infty} a_k$ and $\int_1^{\infty} f(x)dx$ either both converge or both diverge.	If a_k is a function that we know how to integrate.	Seldom. Typically a_k is hard to integrate.
Alternating Series Test	$\sum (-1)^{k+1} a_k$ converges if $\lim_{k \rightarrow \infty} a_k = 0$	The terms alternate in sign.	Every time we see an alternating series.

Note: Additional restrictions apply to many of the above tests. But the essential information is contained in this table.

2. Copy the following questions into the flow chart. They are not in the correct order: you will need to re-order the sequence of questions so that the flow chart makes sense.

Does $\{a_i\}$ have a limit of zero?

Is it either a geometric series or a p-series?

Is it essentially similar to a known divergent or convergent series?

Does $\{a_i\}$ look like it will be easy to integrate?

Conclusion: $\{a_i\}$ diverges

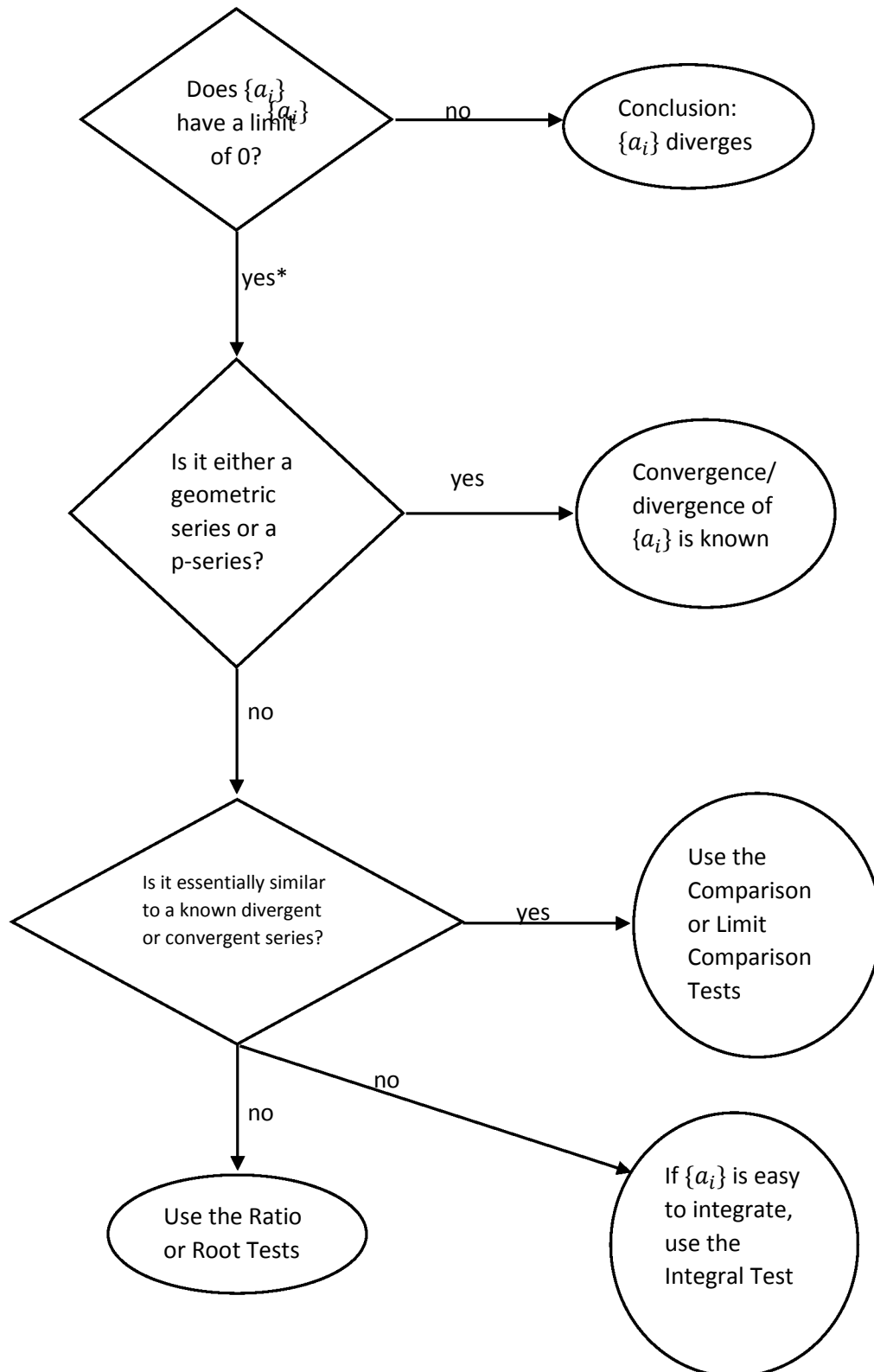
Convergence/divergence of $\{a_n\}$ is known

Use the Comparison or Limit Comparison Tests

Use the Ratio or Root Tests

If $\{a_i\}$ is easy to integrate, use the Integral Test

Does $\sum a_i$ converge?



*At this point, if the series is an Alternating Series, we can conclude that it converges.

Convergence/Divergence Tests, Student Version

Does $\sum a_i$ converge?

1. Complete the table below.

Test Name	Statement of Test	Indications that I should I should use this test	How often is this test used?
Divergence Test			
Comparison Test			
Limit Comparison Test			
Ratio Test			
Root Test			
Integral Test			
Alternating Series Test			

Note: Additional restrictions apply to many of the above tests. But the essential information is contained in this table.

2. Copy the following questions into the flow chart. They are not in the correct order: you will need to re-order the sequence of questions so that the flow chart makes sense.

Does $\{a_i\}$ have a limit of zero?

Is it either a geometric series or a p-series?

Is it essentially similar to a known divergent or convergent series?

Does $\{a_i\}$ look like it will be easy to integrate?

Conclusion: $\{a_i\}$ diverges

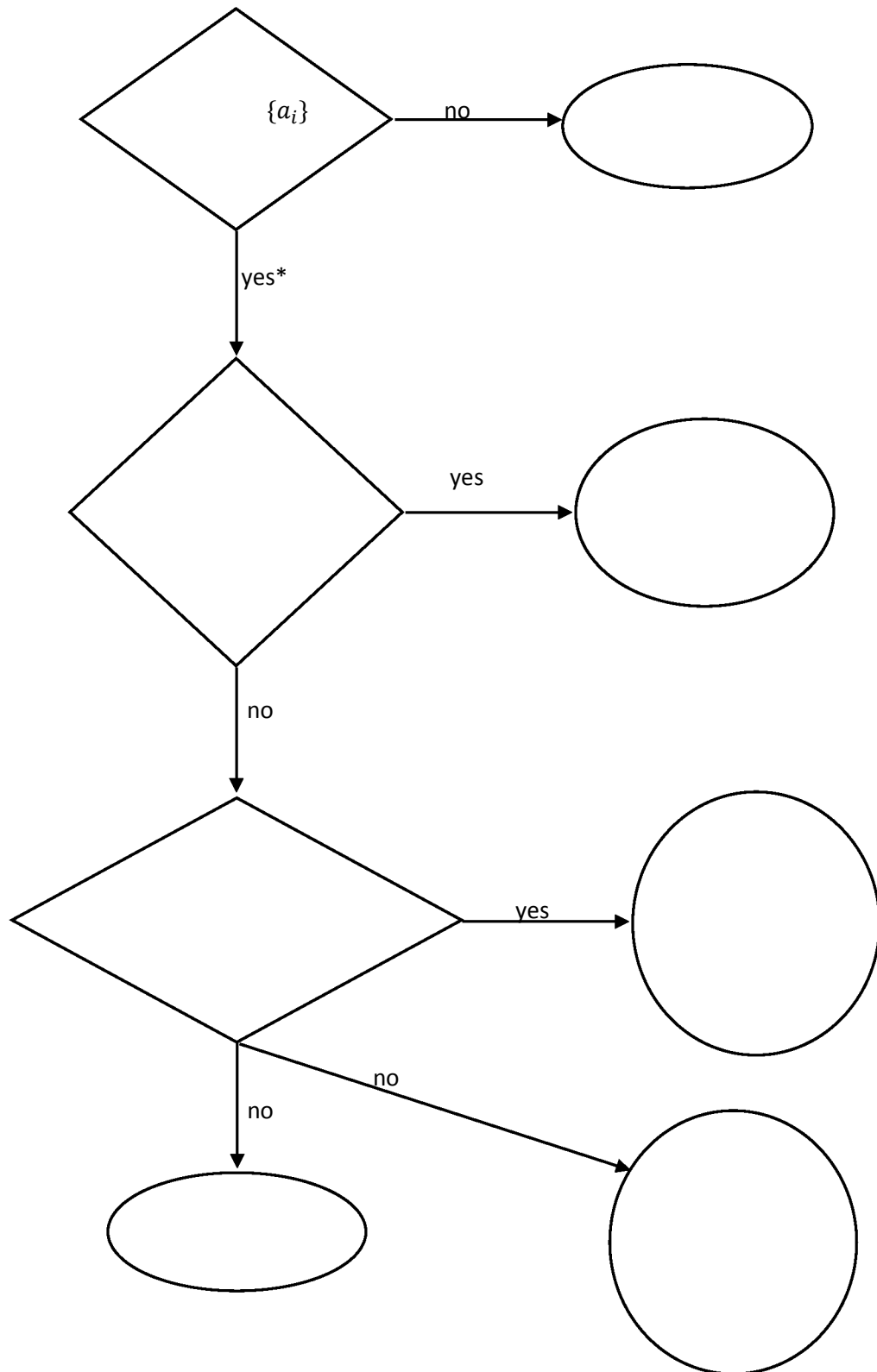
Convergence/divergence of $\{a_n\}$ is known

Use the Comparison or Limit Comparison Tests

Use the Ratio or Root Tests

If $\{a_i\}$ is easy to integrate, use the Integral Test

Does $\sum a_i$ converge?



*At this point, if the series is an Alternating Series, we can conclude that it converges.

NEW MEXICO HIGHER EDUCATION DEPARTMENT

SUSANA MARTINEZ
GOVERNOR



DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	New Mexico Junior College
Department	Mathematics
Course Number, Title, Credits	MATH 1215, Intermediate Algebra, 3
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Charlotte Schmitz, Professor of Mathematics and Assessment Coordinator
Email and Phone Number of Contact Person	cschmitz@nmjc.edu , 575-492-2817

Was this course previously part of the general education curriculum?

☐ Yes ☒ No

This course will fulfill general education requirements for (check all that apply):

☒ AA ☒ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

MATH 1215, Intermediate Algebra

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes

CCNS outcomes listed here will replace NMJC's specific course outcomes as of Fall 2019:

Students will build on their knowledge of linear and quadratic functions and will begin to build an understanding of absolute value, polynomial, rational, power, radical, exponential and logarithmic functions in the following contexts:

1. Demonstrate appropriate use of basic function language and notation.
2. Convert between equivalent forms of algebraic expressions.
3. Solve single-variable equations of the types listed above.
4. Interpret and communicate algebraic solutions graphically and numerically.
5. Demonstrate contextual problem-solving skills that include setting up and solving problem, and interpreting solutions in context.
6. Apply appropriate problem solving methods from among algebraic, graphical, and numerical.

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

Intermediate Algebra has a strong focus on use of the language of algebra. Students are expected to correctly use notation for each type of expression and function presented in the course.

“Genre and Medium Awareness” exists in use of basic function language and notation (CCNS outcome 1) and conversion between equivalent forms of algebraic expressions (CCNS outcome 2).

“Strategies for Understanding and Evaluating Messages” exists in solving single variable equations (CCNS outcome 3) and interpreting and communicating algebraic solutions graphically and numerically (CCNS outcome 4).

“Evaluation and Production of Arguments” exists in contextual problem-solving skills that include setting up, solving and interpreting solutions in context (CCNS outcome 5) and applying appropriate problem solving methods from among algebraic, graphical and numerical possibilities (CCNS outcome 6).

Assessment of the essential skill as a whole will be at the end of the course in the form of a “Mathematical Communication Assessment”. Students will select one of the functions studied in the course and present a real world application problem for that function with its solution to the class. Students must have their problem, solution and presentation approved by the professor before presenting to the class. In addition, students encounter each of the function types through equations, expressions and applications developed over the course. Students are initially assessed through assigned practice problems, then by chapter tests which focus on each type in sequence, then by a set of final assessments.

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

Intermediate Algebra develops critical thinking skills by requiring students to recognize characteristics of each function type and to use function characteristics to accomplish a specific result as stated in the instructions. Students

are expected to complete stated task under conditions unique to functions, properties and operations. Critical Thinking implies a process of recognizing what is available to work with, what the goal is and what options exist to proceed from problem to solution. Algebra in general is an ideal means of training students in purely objective critical thinking.

“Problem Setting” and “Evidence Acquisition” refer to students’ ability to recognize the type of problem presented and interpret specific instructions given. (CCNS outcomes 3, 4, and 6)

“Evidence Evaluation” refers to students’ ability to determine a correct process to accomplish the stated task. (CCNS outcome 6)

“Reasoning/Conclusion” refers to students’ ability to complete a process to arrive at a correct, complete final result. This part of the skill also requires students to recognize why the final result is final according to the instructions given. (CCNS outcomes 4, 5 and 6)

Students are given assignments such as problem sets, in class quizzes/group work, and chapter tests to practice each component of the critical thinking essential skill. They are introduced to the functions and must practice simplifying, solving, graphing or applying the function to relevant situations. The overall assessment method to assess student learning requires the full set of “Final Assessments” mentioned above. The set includes individual parts focused on Graphs, Solving, Notation, and Applications. All instructors use the same set of assessments (different iterations) to measure the full spectrum of critical thinking skills developed in the course.

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

Intermediate Algebra develops quantitative reasoning through use of algebraic, graphic and quantitative nature of various functions. The course focuses predominately on algebraic and quantitative characteristics of the functions presented.

“Communication/Representation of Quantitative Information” is accomplished through developing an understanding of how various types of functions differ from one another in notation, value and operation. (CCNS outcomes 1 and 2)

“Analysis of Quantitative Arguments” in algebra is most directly a matter of using properties and operations correctly and consistently. This skill emerges when students make mistakes and have to try similar exercises or correct their work or help a peer correct work. (CCNS outcomes 5 and 6)

“Application of Quantitative Models” is developed throughout the course in the form of real world application or modeling problems presented in context of the various functions. By the end of the course students are required to recognize which type of function applies to given situations out of context (final assessment of applications). (CCNS outcomes 5 and 6)

As noted in the other essential skill descriptions, the primary method for assessing this skill is a “Final Assessment of Applications”. This is one of four final assessments where each of the essential skills is assessed to some degree on all and the entire set combined provides data for student success in both content area and essential 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 the outcomes of the third essential skill. 200 – 300 words.

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

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

E. Supporting Documents

☒ **Sample Course Rubric Attached** (recommended) ☒ **Sample Assessment Attached** (required)

F. 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

NMJC's assessment process equates General Education Assessment to Departmental Assessment. Courses and Faculty are organized according to general education content areas for assessment reporting. The following points define basic principles and steps of assessment of student learning. Faculty within each department/content area work together to create detailed plans fitting their unique area or courses.

- As of fall 2019 faculty members of each department (content area) adopt the set of student learning outcomes from the Common Course Numbering System accepted by NMHED. At least one of the outcomes should be clearly noted as correlated to an established institutional outcome. Professors implement assessment methods in courses to provide data for the respective department/content area and institutional outcome/essential skill.
- Each department submits a report of assessment activities reflecting all courses within the department. Departmental assessment reports are reviewed by the dean, the assessment coordinator and the vice president for instruction.
- Institutional assessment is a combination of applicable portions of departmental reports and standardized test results to document and track NMJC's overall student success.

This course meets institutional standards for general education.

Signature of Chief Academic Officer

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Intermediate Algebra

Mathematical Communication Assessment

Select one of the functions from this course (listed below) and prepare a real world application problem and solution presentation. Your problem, solution and overall presentation must be submitted to me for approval before a day and time will be set for your presentation. Your presentation should be no more than five minutes in length. You are not preparing a lecture, only a problem and its solution.

Linear- Chapter 9 or Chapter 10

Quadratic- Chapter 12 or Chapter 15

Absolute Value- Appendix A

Polynomial- Chapter 12 or Chapter 15

Rational- Chapter 13

Power- Chapter 14

Radical –Chapter 14

Exponential- Chapter 16

Logarithmic- Chapter 16

You may find your problem from the text book from other sources. It must specifically use one of the functions covered in this course. Your presentation must include the definition of the function along with correct notation.

See the rubric that follows for additional guidance.

MATHEMATICAL COMMUNICATION ASSESSMENT

Scoring Rubric

1. Identify and communicate in <i>various genres and mediums.</i> Problem is presented in writing and verbally. Applicable function is defined and explained in context of problem.	Exemplary 25	Proficient 20	Moderate 15	Developing 10	Beginning 5
2. Apply <i>strategies for understanding and evaluating messages.</i> Problem is solved with appropriate detail and number of steps for audience to understand.	Exemplary 25	Proficient 20	Moderate 15	Developing 10	Beginning 5
3. <i>Evaluate and produce</i> arguments. Solution is supported by answering questions from instructor or peers with accurate use of vocabulary and notation.	Exemplary 25	Proficient 20	Moderate 15	Developing 10	Beginning 5
4. Overall presentation ✓ Difficulty of problem ✓ Approved and scheduled ✓ Time ✓ Practiced and prepared ✓ Back up example used/shared with class	Exemplary 25	Proficient 20	Moderate 15	Developing 10	Beginning 5

TOTAL:

Comments:

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	Mathematics, Science, and Engineering (MSE)
Course Number, Title, Credits	Math 1214, Consumer Mathematics, 1 credit
Co-requisite Course Number and Title, if any	None
Is this application for your system (ENMU, NMSU, & UNM)?	No
Name and Title of Contact Person	Christopher Kerns, MSE Mathematics Faculty
Email and Phone Number of Contact Person	ckerns@cnm.edu ; (505) 224-4000 ext: 50159

Was this course previously part of the general education curriculum?

☐ Yes ☒ No

This course will fulfill general education requirements for (check all that apply):

☐ AA/AS/BA/BS ☒ AAS

B. Content Area and Essential Skills

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☐ Humanities ☐ Creative & Fine Arts ☐ Other

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

MATH 1214 Consumer Mathematics

List all learning outcomes that are shared between course sections at your institution.

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

Institution-specific Student Learning Outcomes

Outcome 1. Use, organize and graphically display data to model a personal budget.

Component 1: Use the percent formula to allocate amounts of a given income to each budget category.

Component 2: Use technology to construct pie charts illustrating a personal budget.

Component 3: Interpret graphical displays of budget data.

Outcome 2. Use compound interest to solve applied problems.

Component 1: Demonstrate how compound interest impacts financial decisions related to mortgages, credit cards, loans or car buying.

Component 2: Demonstrate how compound interest impacts financial decisions related to investments such as retirement funds, bank savings, stocks, bonds, or crypto-currencies.

Component 3: Compare and analyze interest-rate based financial options Component 4: Calculate and analyze investment goals.

Outcome 3. Use critical thinking techniques

Assess whether the outcome of a given calculation is reasonable through quick mental estimation, checking answers against recommended ranges, and/or solving a problem using multiple methods.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

This course is application oriented. Students determine the validity of online resources such as loan calculators, stock and bond data, interest rate tables. etc. Then students use the online resources to compare the genres and mediums of different money managing strategies. The student will be assessed for application of their communication when they explain fully problem-solving methods and solutions using appropriate terminology and notation, using clear communication in order to convey results and outcomes. Further, this course is designed to be project and group-activity based. Students will frequently interact with each other to communicate ideas and solutions. Students will be required to explain their understanding of mathematical concepts to other students in order to foster a deeper understanding of the topic. Students will be encouraged to restate problems in their own words to devise their own arguments about the problem that with their peers will evaluate. Assessment of communication will take the form of a short project. For example, students may be asked to bring in a formula that would typically be used in their chosen field. The student will explain the formula, using proper notation to represent the formula. The students will be asked to find the most effective way to describe how the formula is used as well as communicating a real problem involving the use of the formula.

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

This mathematics course is designed to help students integrate various mathematical tools with critical thinking to solve sophisticated problems. One aspect of critical thinking in mathematics involves being able to derive different strategies for solving problems. Given a problem, students will be required to parse that problem into what is known (the "givens") and the unknowns (what needs to be found or calculated). Students will develop a reasonable strategy for solving the problem. Students will be required to state, define and describe their problem-solving process for specific problems and state solutions using clear

language and appropriate terminology. Students will also be required to assess whether their solution is reasonable for the context of the problem. Students will need to solve problems with alternative methods to check for correctness. Students will demonstrate their flexibility in applying different strategies for problem solving. There are many strategies for solving quantitative problems. For example, students are also presented with problems involving credit card interest and minimum payments. Students will collect data (online) for various credit cards and compare and contrast the advantages and disadvantages of each. Students will determine the true cost of a large purchase if the purchase is made with a credit card (assuming interest will be due), versus borrowed money from a bank (loan).

A specific critical thinking learning outcome is incorporated into this course. The specific learning outcome states that students will be able to assess whether the outcome of a given calculation is reasonable through quick mental estimation, checking answers against recommended ranges, or solving a problem using multiple methods.

Assessment of critical thinking in this course will be determined by providing the student with a multi-step, application problem that is agreed upon by the math department. This problem will require the student to demonstrate their proficiency at applying problem solving strategies as outlined above.

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

In this course, students will use basic numerical and quantitative skills and tools needed to work with and critically evaluate quantitative information in both everyday life and job-related skills. The focus will be on applying basic mathematical concepts to solve real-world problems, and to develop skills in developing and working with mathematical models. Students will be required to use correct and appropriate mathematical terminology, symbols and pictures to document their problems, solutions, analyses and interpretations.

The course is project-based with extensions to a wide variety of professions and trades. Course content is designed to engage students who will interpret data given in the form of pie charts, histograms, line graphs, etc. Students will also present data in the form of charts and graphs. For instance, after reading a case study, and determining a personal budget based on the information, part of a student's presentation of the budget will include a pie chart (or similar) showing each expense as a percentage of the whole. Also, students use a sample pay stub to create a pie chart to visualize each deduction as a percentage of the whole. Math 1214 allows instructors to make a choice about some of the content such as, retirement funds, bank savings, stocks, bonds, or cryptocurrencies; each of the topics lends itself to the use of charts and graphs for students to read and interpret, or to create as a way to present data or justify decisions.

Assessment of Quantitative Reasoning in this course problem will be determined by providing the student with an application problem that is agreed upon by the math department. Student will be asked to apply one or more techniques to develop and test a model and then use the model to find a solution.

E. Supporting Documents

☐ **Sample Course Rubric Attached** (recommended) ☒ **Sample Assessment Attached** (required)

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

Link to Institution's General Education Assessment Plan

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

This course meets institutional standards for general education.


Signature of Chief Academic Officer

1/28/19
Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Math 1214: Consumer Mathematics
Final Exam
Instructor:

Name: _____

Date: _____



- 1.) After graduating with a degree in Hospitality Management, Edwin is hired to manage the front desk at a hotel. His gross monthly pay is \$4,142.86, and 29% is deducted for taxes and health insurance. His pay is divided into two checks per month.

a.) What is Edwin's monthly take-home pay?

b.) How much is each of his paychecks worth?

- 2.) Edwin has the fixed monthly expenses listed below.

Expense	Amount	% of Monthly Income
---------	--------	---------------------

3.) This problem will require you to do some Internet research.

a.) Go online to find an estimate of the average annual salary of a profession in which you would like to work. Consider using your major at CNM.

What profession did you choose? _____

What is the average annual salary? \$ _____

What is the monthly salary? \$ _____

Suppose that working 2080 hours per year is considered Full-Time,
what is the hourly pay? \$ _____

b.) Now, figure out how much you will owe for federal taxes.

Here is some information from www.hrblock.com about calculating taxes. Read it over
follow the example that explains how much Sarah will pay.

2018 BRACKETS				
Rate	Single	Married Filing Separately	Married Filing Jointly	Head of Household
Taxable income over . . .				
10%	\$0	\$0	\$0	\$0
12%	\$9,525	\$9,525	\$19,050	\$13,600
22%	\$38,700	\$38,700	\$77,400	\$51,800
24%	\$82,500	\$82,500	\$165,000	\$82,500
32%	\$157,500	\$157,500	\$315,000	\$157,500
35%	\$200,000	\$200,000	\$400,000	\$200,000
37%	\$500,000	\$300,000	\$600,000	\$500,000

Understanding How Federal Income Tax Rates and Tax Brackets Work

Once you know your filing status and amount of taxable income, you can find your tax bracket. However, you should know that not all of your income is taxed at that rate. For example, if you fall in the 22% tax bracket, not all of your income is taxed at 22%. Why is that?

The reason is that the U.S. income tax system uses a graduated tax system, designed so that individual taxpayers pay an increasing rate as their income rises through progressive tax brackets as outlined in the table above.

Let's look at Sarah, whose filing status is Single and who has a taxable income of \$50,000. Using the 2018 information above, we can determine Sarah's total tax.

1. Determine the amount of tax for each segment of taxable income. Sarah will pay:
 - 10% on the first \$9,525 of taxable income
 - 12% on the next \$29,175 (\$9,525-\$38,700)
 - 22% on the remaining \$11,300 (\$38,700-\$50,000)
2. Add the taxable amounts for each segment (\$952.50 + \$3,501 + \$2,486) = \$ 6,939.50

b.) Continued...

Based on the average annual salary of the profession you chose, calculate your Federal Income tax using the table of 2018 Brackets.

2018 BRACKETS				
Rate	Single	Married Filing Separately	Married Filing Jointly	Head of Household
Taxable income over . . .				
10%	\$0	\$0	\$0	\$0
12%	\$9,525	\$9,525	\$19,050	\$13,600
22%	\$38,700	\$38,700	\$77,400	\$51,800
24%	\$82,500	\$82,500	\$165,000	\$82,500
32%	\$157,500	\$157,500	\$315,000	\$157,500
35%	\$200,000	\$200,000	\$400,000	\$200,000
37%	\$500,000	\$300,000	\$600,000	\$500,000

c.) Determine 10 categories of monthly fixed expenses that you have currently, or you expect to have (or you want to have!). You can make up categories of your own, but the categories listed in problem #2 (Edwin's expenses) are a good example.

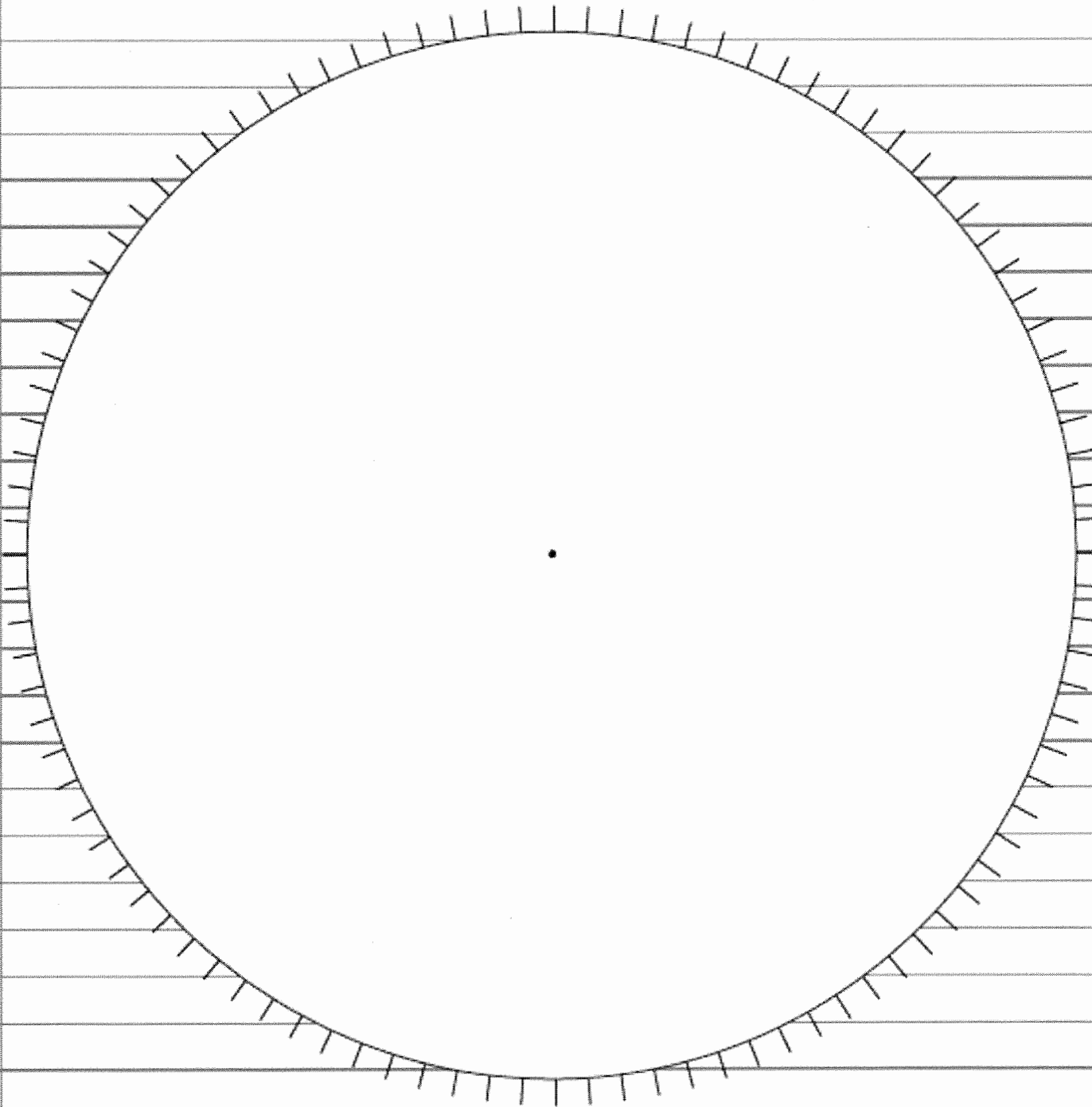
Be creative, you do not have to use the same expenses as Edwin. For instance, maybe you'd rather buy a monthly bus pass instead of making car payments; then, you would need to go online to find out how much a bus pass is.

When determining your expense categories, there is no "wrong" answer.

Complete the table, and do an online search to estimate expenses that you do not know.

Expenses	Amount	% of Monthly Income
1.	\$	_____ %
2.	\$	_____ %
3.	\$	_____ %
4.	\$	_____ %
5.	\$	_____ %
6.	\$	_____ %
7.	\$	_____ %
8.	\$	_____ %
9.	\$	_____ %
10.	\$	_____ %

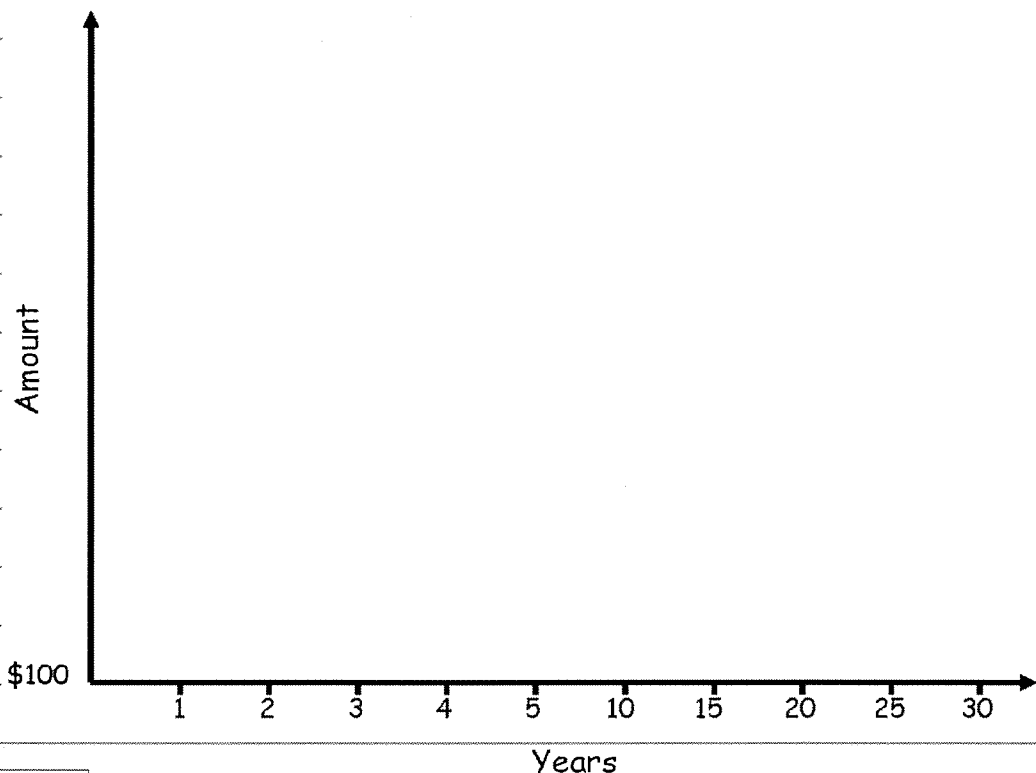
d.) Create a pie chart to represent each of your expenses, and your left-over money each month. Let the pie chart represent your net salary *after* taxes. Label each slice of the pie chart and give the chart a title.
(The pie chart is divided into 100 sections).



Check your work. Do all your slices add up to 100%?

- 4.) Using the Compound Interest formula, complete the following table assuming you invest \$100 at 3% interest paid monthly. You will see how much \$100 grows over 30 years. Next, use the table to create a line graph or a bar graph.

<u>Year</u>	<u>Amount</u>
1	
2	
3	
4	
5	
10	
15	
20	
25	
30	



You will have determine the "best fit" for the data along the vertical axis. The bottom of the vertical axis is labelled "\$100" as a starting point (initial investment)

a.) Looking at the graph (or your data), *approximately* how many years will it take for your initial investment of \$100 double?

b.) Subtract \$100 from the amount of money you would have in year 30 (this is the total amount of money you would earn after 30 years). Total earnings = \$_____

What percent is the total earnings of the initial investment (\$100)?

5.) Re-do the previous problem, but this time, use an interest rate of 7%

Using the Compound Interest formula, complete the following table assuming you invest \$100 at 7% interest paid monthly. You will see how much \$100 grows over 30 years.

Next, use the table to create a line graph or a bar graph.

<u>Year</u>	<u>Amount</u>
-------------	---------------

1	
---	--

2	
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3	
---	--

4	
---	--

5	
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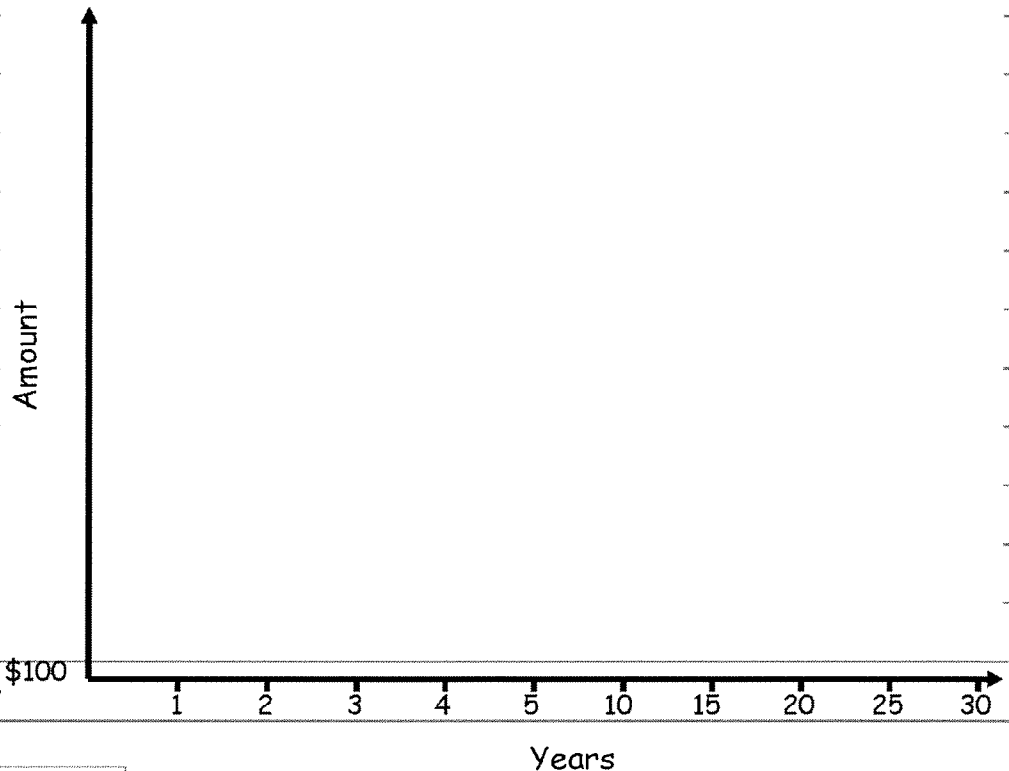
10	
----	--

15	
----	--

20	
----	--

25	
----	--

30	
----	--



You will have determine the "best fit" for the data along the vertical axis. The bottom of the vertical axis is labelled "\$100" as a starting point (initial investment)

a.) Looking at the graph (or your data), *approximately* how many years will it take for your initial investment of \$100 double?

b.) Subtract \$100 from the amount of money you would have in year 30 (this is the total amount of money you would earn after 30 years). Total earnings = \$_____

What percent is the total earnings of the initial investment (\$100)?

6.) Suppose you discovered an amazing investment that pays 18% interest! Wow!

Using the Compound Interest formula, complete the following table assuming you invest \$100 at 18% interest paid monthly. You will see how much \$100 grows over 30 years.

Next, use the table to create a line graph or a bar graph.

<u>Year</u>	<u>Amount</u>
-------------	---------------

1	
---	--

2	
---	--

3	
---	--

4	
---	--

5	
---	--

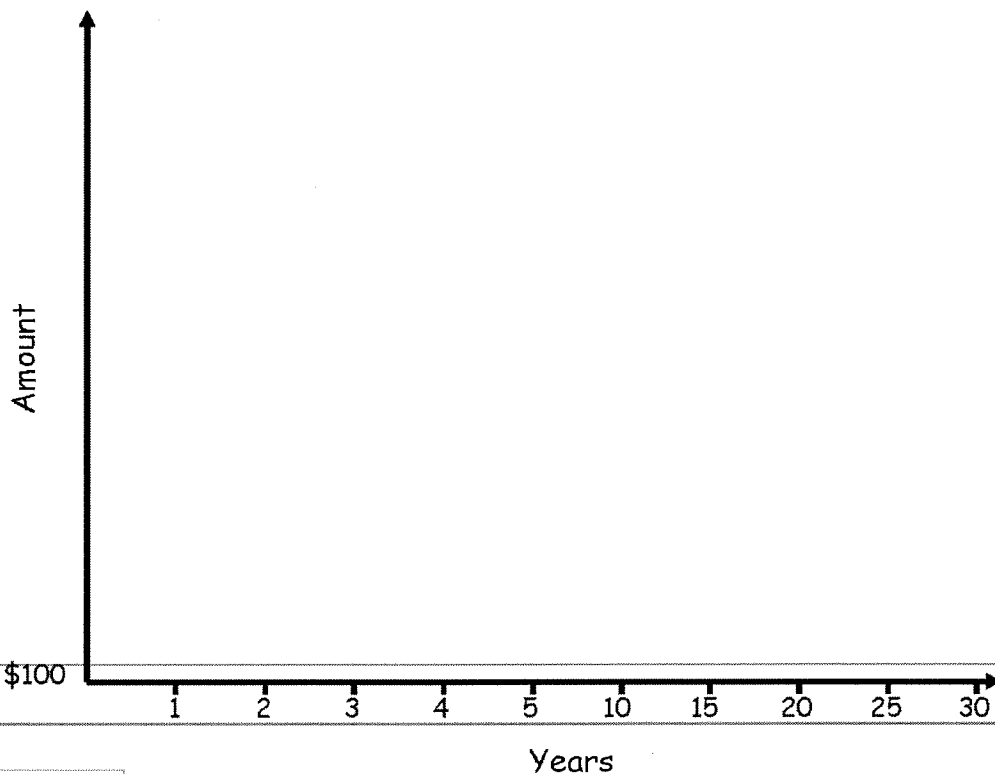
10	
----	--

15	
----	--

20	
----	--

25	
----	--

30	
----	--



You will have determine the "best fit" for the data along the vertical axis. The bottom of the vertical axis is labelled "\$100" as a starting point (initial investment)

a.) Looking at the graph (or your data), *approximately* how many years will it take for your initial investment of \$100 double?

b.) Subtract \$100 from the amount of money you would have in year 30 (this is the total amount of money you would earn after 30 years). Total earnings = \$_____

What percent is the total earnings of the initial investment (\$100)?

7.) You are going to determine how much money you would have made... or lost... if you had invested in a company when it first went public (that is, when the company made its IPO, or, Initial Public Offering). Assume you purchased 100 shares.

First, decide which company you want to investigate and write it below. If the company you choose isn't "public" (for instance, Trader Joes is still privately owned), then choose another company. If you work for a company that is public, you could choose that if you want.

Company: _____

Go online to search for the following:

Company stock symbol: _____

IPO date: _____

IPO price: \$ _____ x 100 shares = \$ _____ \leftarrow initial investment

Current stock price: \$ _____ x 100 shares = \$ _____

If you sold the stock at the current price, how much would you have made? \$ _____
(Don't forget to subtract the amount that you initially paid during the IPO)

Calculate the percent of your profit (or loss): _____%

Hint: What percent of your initial investment is your profit (or loss)?

With a little more online research, answer the following question:

Find the stock's 52-week high and determine if you would have made... or lost... if you had sold the stock then. \$ _____ Determine the percent increase _____%

NEW MEXICO HIGHER EDUCATION DEPARTMENT

SUSANA MARTINEZ
GOVERNOR



DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	NMHU
Department	Computer and Mathematical Sciences
Course Number, Title, Credits	Math 160, Pre-Calculus, 5
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Dr. John Jeffries, Chair
Email and Phone Number of Contact Person	jjeffries@nmhu.edu 505-454-3480

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AA5

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCN5 SLOs for

Math 1250 Trigonometry & Pre-Calculus

List all learning outcomes that are shared between course sections at your institution.

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

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

Trigonometry Student Learning Outcomes 1. Students will be able to define and evaluate the trigonometric functions as functions of angle in both degree and radian measure using the definitions in terms of x , y , and r ; as the ratio of

sides of a right triangle; using the unit circle; using reference angles, commonly used (0, 30, 45, 60, 90) angles and using a calculator. 2. Students will be able to solve right triangles. They will be able to draw a sketch in an applied problem when necessary. 3. Students will be able to solve non-right triangles using the law of sines and the law of cosines. 4. Students will be able to prove trigonometric identities and apply addition and subtraction, double-angle, half-angle and power reduction formulas. 5. Students will be able to graph the six trigonometric functions, their transformations and their inverses. 6. Students will be able to use algebraic methods, including the use of identities and inverses, to solve trigonometric equations and demonstrate connections to graphical and numerical representations of the solutions. 7. Students will be able to add and subtract vectors in two dimensions. They will be able to use the dot product to project one vector onto another and to determine the angle between two vectors. They will be able to solve a variety of word problems using vectors. 8. Students will be able to work with polar coordinates; this includes graphing in polar coordinates and transforming an equation with polar coordinates into one with rectangular coordinates, and vice versa. 9. Students will be able to work with the trigonometric form of complex numbers, including using De Moivre's formula. Pre-Calculus Student Learning Outcomes 1. Functions a. Reinforce recognizing a function from its graph and from its algebraic expression. b. Reinforce identification of a one-to-one function graphically and from its algebraic expression. c. Reinforce identification of inverse functions graphically and algebraically. d. Reinforce combining functions arithmetically and compositionally. e. Be able to calculate the average rate of change of a function using the difference quotient and depict it graphically. f. Be able to find a limiting value of a function and be able to identify and use the notation that describes this. 2. Graphing a. Reinforce using key characteristics of functions to graph them. b. Be able to graph conic sections from their key characteristics such as foci, eccentricity and asymptotes. c. Be able to identify all functions mentioned from their graphs, describing their key aspects. 3. Solving a. Exponential/Logarithmic equations using the rules of exponents and logarithms b. Systems of linear equations by elimination. c. Non-linear systems algebraically and graphically. 4. Applications a. Modeling with functions with an emphasis on exponential and logarithmic functions, growth and decay. 5. Sequences and series a. Understand the concept and notation of a sequence. b. Understand the concept and notation of a series. c. Be able to find limits of basic sequences. d. Be able to find sums of basic series.

Institution-specific Student Learning Outcomes

Students will be able to use a graphing calculator to plot data and functions and perform a regression analysis.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

In this course, students communicate in a variety of genres and media. They will research, on the web and through the study of various textbook selections, examples of applications and results that can be modeled using logarithmic or exponential functions. Students will read for the main points and will seek key arguments and counter-arguments. They will write a paper which summarizes their study of a particular example of such an application which will include the collected data, their analysis, and their conclusions. Each student will present, to their peers, the results of their study both orally and with the use of visual aids. The student will provide logically sound arguments to present their study and answer questions posed by their peers.

In an essay, students will discuss the key properties of the various conic sections. For each type of conic section, they will discuss the application of this conic section to solve a real-world problem or the use of this conic section to describe a real-world phenomenon.

During the lab, students will participate in small group discussions to propose and evaluate problem solving strategies. Students will then demonstrate how to solve problems in front of their peers and engage in the arguments and reasoning of others.

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

In this course, students will collect and be given data that can be modeled using logarithmic and exponential functions. They will plot the data and use key characteristics of the graphs of exponential and logarithmic functions to determine which model should best fit the data. They will then use a graphing calculator to perform regression analysis (exponential regression, logarithmic regression, logistic regression). They will plot the data and the modeling function and then analyze the results to determine the validity of the model. If the model is judged to be valid, they will use the model to make appropriate predictions.

Students will use algebraic techniques and previously established trigonometric results to verify various trigonometric identities. They will analyze proposed trigonometric identities whose truth value is not known and they will be asked to either prove the identity or, if the statement is false, establish a modified statement that does constitute a trigonometric identity.

Students will collect and analyze the data from a natural phenomenon and determine if the phenomenon is periodic. If it is, the student will use a sinusoidal function to model the phenomena. From the data, the student will determine the amplitude, period, and frequency of the motion.

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

In this course, students will represent quantitative information using vectors, equations, formulas, graphs, and written language. They will use the properties of exponential and logarithmic functions and quantitative data to solve word problems involving exponential decay and growth.

Students will model certain real-world problems using an appropriate triangle that represents given contextual data. They will then use the properties of the trigonometric functions, the Law of Sines, and the Law of Cosines to solve the associated triangle. That is, given incomplete quantitative data, the students will be able to determine all of the angles and sides of the triangle and use these results to solve the original problem. They will also, when needed, use trigonometric techniques to determine the area of such a triangle.

Students will model real-world problems using systems of linear equations which represent the quantitative given data and the linear relations between the data. They will then use elimination to solve the linear system of equations and interpret the resulting solution.

Students will model real-world problems using vectors to represent directed quantities such as velocity and force. They will use vector addition and subtraction and the vector dot product to solve for the orthogonal components of the resultant vector.

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 the outcomes of the third essential skill. 200 – 300 words.

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

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

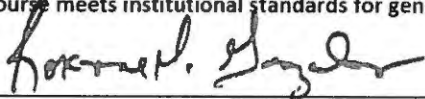
E. Supporting Documents

☐ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

F. 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 meets institutional standards for general education.



Signature of Chief Academic Officer

1/2/2019

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

PreCalculus & Trigonometry

Communication sample assessment

Students will research, on the web and through the study of various textbook selections, examples of applications and results that can be modeled using logarithmic or exponential functions. Students will be encouraged to investigate current results that are compelling and relevant. They will summarize, in a preliminary report, at least three examples of such phenomenon. This preliminary report will be reviewed by the instructor. The student and the instructor will then meet and discuss the report and come to an agreement as to what specific example the student will study. The student will then write a paper describing the example in detail, provide the raw data, plot the data in a scatterplot, perform a regression analysis of the data, plot the modeling function, verify the validity of the model, and use the modeling function to predict the behavior of the modeled phenomenon. This paper will be submitted to the instructor for review and evaluation. After the paper has been evaluated and returned to the student, they will then prepare a presentation, which will include the appropriate graphs to be displayed. In the lab, the student will give an oral presentation of the results and answer questions posed by their peers.

Critical Thinking sample assessment questions

1. Prove or disprove the following trigonometric statements. If the statement is false, establish a modified statement that does constitute an identity.

(a) $\frac{1 + \sin \theta}{\cos \theta} = \frac{\cos \theta}{1 + \sin(-\theta)}$

(b) $\frac{\sec \theta}{\tan \theta + \cot \theta} = \sin \theta$

(c) $\frac{\cos^2 \theta - \sin^2 \theta}{1 - \tan^2 \theta} = \sin^2 \theta$

(d) $\frac{\sec \theta - \tan \theta}{\cot \theta + \cos \theta} = \sec^2 \theta$

2. Consider the following data

x	1	2	3	4	5	6	7	8	9	10
$f(x)$	8.7	12.3	15.4	18.5	20.7	22.5	23.3	24	24.6	24.8

- (a) Use a graphing calculator to create a scatterplot of the data. Analyze the plot for key characteristics - increasing/decreasing, concave up/down, asymptotes - to determine what function (exponential, logarithmic, or logistic) should best model the data.
- (b) Use a graphing calculator to perform a regression analysis to determine the parameters of the proposed modeling function. Plot the resulting function on the same coordinate system used for the scatterplot, and then analyze the results to determine the validity of the model. If the model is judged to be valid, use the model to predict the behavior of $f(x)$ for large values of x .
3. Find a formula for the trigonometric function represented by the following data and determine the amplitude, period, and frequency of the motion.

x	0	3	6	9	12	15	18
y	-4	-1	2	-1	-4	-1	2

Quantitative Reasoning sample assessment questions

1. A wooden artifact from an archeological dig contains 60 percent of the carbon-14 that is present in living trees. To the nearest year, about how many years old is the artifact? (The half-life of carbon-14 is 5730 years.)
2. A pot of boiling soup with an internal temperature of 100° Fahrenheit was taken off the stove to cool in a 69° room. After 15 minutes, the internal temperature of the soup was 95° F. Use Newton's Law of Cooling to write a formula that models the internal temperature of the soup. To the nearest minute, how long will it take the soup to cool to 80° F ? Describe the behavior of the temperature of the soup as time increases.
3. Joe needs to determine the height of a tree before cutting it down to be sure that it will not fall on a nearby fence. The angle of elevation of the tree from one position on a flat path from the tree is 35° , and from a second position 50 feet farther along this path it is 15° . What is the height of the tree?
4. A golfer hits an errant tee shot that lands in the rough. A marker in the center of the fairway is 160 yards from the center of the green. While standing on the marker and facing the green, the golfer turns 105° toward his ball. He then paces off 40 yards to his ball. How far is the ball from the center of the green?
5. Three kinds of tickets are available for a rock concert: 'up close', 'in the middle', and 'far out'. 'Up close' tickets cost \$3 more than 'in the middle' tickets, while 'in the middle' tickets cost \$1 less than twice the cost of 'far out' tickets. Twice the cost of an 'up close' ticket is \$5 less than 6 times the cost of a 'far out' ticket. Find the price of each kind of ticket.
6. An airplane is flying at an airspeed of 200 miles per hour headed on a SE bearing of 140° . A north wind (from north to south) is blowing at 16.2 miles per hour. What are the ground speed and actual bearing of the plane?
7. The condition of equilibrium is when the sum of the forces acting on a body is the zero vector. Suppose a body has a force of 2 pounds acting on it to the right, 5 pounds acting on it upward, and 3 pounds acting on it 45° from the horizontal. What single force is needed to produce a state of equilibrium?

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Santa Fe Community College
Department	Mathematics
Course Number, Title, Credits	MATH 1250 Pre-calculus and Trigonometry
Co-requisite Course Number and Title, if any	None
Is this application for your system (ENMU, NMSU, & UNM)?	n/a
Name and Title of Contact Person	Tracy Roberts, Assistant Professor
Email and Phone Number of Contact Person	Tracy.roberts@sfcc.edu 505 428-1519

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☒ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

List New Mexico Common Course Prefix, Number and Name

List all learning outcomes that are shared between course sections at your institution.

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 successful completion of this course, students will:

1. Represent functions and solve equations and inequalities graphically and symbolically.
2. Determine the domain and range of functions.
3. Predict end behavior of functions, the location and behavior of horizontal and vertical asymptotes and the location of intercepts.
4. Determine whether a function is continuous or discontinuous.
5. Identify intervals of increase and decrease and the extrema of a function.
6. Recognize and graph the six basic transformations of functions.
7. Determine the average rate of change of a function and calculate the difference quotient.
8. Recognize and use basic trigonometric identities to solve trigonometric equations.
9. Solve triangles of all types.
10. Use the unit circle and radian measure in trigonometric problem solving.
11. Perform basic vector operations and use vectors to solve force and motion problems.
12. Use functions and equations to solve problems from other disciplines.

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

In Precalculus students read and parse the language of mathematics at a deeper level. Rather than simply naming and graphing simple linear or quadratic functions, their vocabulary is increased by a wide array of functions, such as polynomial and trigonometric functions. Students graph and define the constraints and details of those functions, such as domain and range, amplitude, period and phase-shift, as well as explaining the meaning of such details with respect to application problems and larger mathematical concepts.

Through regular structured groupwork students explain their understanding and reasoning to their peers. Students critique one another, by pointing out fallacies of logic or mathematical rules. Students present to the class through board work.

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

Precalculus is the introduction to proof-based mathematics. In prior classes proofs of any singular new concept were short, seeming more like explanations than proofs, but in Precalculus the proofs can fill a full page or more, and are complicated. Students are guided through the process of deriving these proofs, rather than simply copying them. Stopping repeatedly to examine and evaluate the logic of each step.

A critical thinking task new to students in precalculus is verifying trigonometric equations. Students must rely on their knowledge of the trigonometric identities as well as their algebraic skill to defend each step of their process.

Students work through a wide array of application problems, evaluating what information is useful, and which strategy to apply to solve the problem. Students estimate their answers as a means of being able to recognize erroneous solutions and after solving the problem they test their solutions.

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

In Precalculus students are exposed to the largest array of real world problems of their mathematical education. Students translate these problems into symbolic and graphical mathematical constructs, for example they might graph the half-life of a given drug, then use their graph to estimate the amount of the drug left in the bloodstream 24 hours later, and extrapolate what that might mean with regards to dosage if the drug requires a certain level to be effective and has constraints with regard to safety. Students would then identify the appropriate mathematical model to solve the problem.

Students translate written or oral problems into the appropriate models, such as vectors to solve problems of force and motion, or systems of equations to solve problems from business.

Additionally, students are expected to navigate a higher level of abstraction, such as radians, sine waves, and inverse trigonometric functions which are only defined within strict constraints of domain and range. Because of the added level of sophistication students regularly work in groups in order to take turns presenting and evaluating the parts of one another's quantitative arguments and lines of 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 the outcomes of the third essential skill. 200 – 300 words.

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

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

E. Supporting Documents

☐ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

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

Link to Institution's General Education Assessment Plan Link to Institution's General Education Assessment Plan
SFCC's general education assessment plan is currently under development. When complete, it will be posted at
<https://www.sfcc.edu/quality/learning-assessment/>

This course meets institutional standards for general education.

W. Peterson
Signature of Chief Academic Officer

1.25.19
Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Introduction to Absolute Value Equations and Inequalities

1. A length of rope was supposed to be cut 18 inches long. The error was 0.45 inches. How long was the cut rope?
2. A length of rope was supposed to be cut 18 inches long. If the allowed error is 0.3 inches, then what are all the acceptable lengths of the rope? Use the variable x to represent the actual length of the cut rope.
3. Find all solutions to the equation $|x - 18| = 0.45$
4. Find both solutions of $|2x - 1| = 9$ by guessing and testing.
5. Noticing that there are two solutions to the previous equation, come up with a list of steps to follow to solve this absolute value equation. This list of steps can be generalized to become a procedure to solve any absolute value equation. Together with your instructor list the steps below.
6. A. Practice these steps with the following problem.
 $|3x + 2| = 8$

B. Substitute both of your solutions into the original equation in order to test your answers.

7. A length of rope was supposed to be cut 18 inches long. The allowed error is 0.3 inches.
- a) Write an absolute value inequality for this situation. The distance between x and 18 is at most 0.3 inches. Use the variable x to represent the actual length of the cut rope.

The solution of this absolute value inequality is $17.7 \leq x \leq 18.3$. Analyze the problem and the solution. Your instructor will show you a solution process for solving $|x - 18| \leq 0.3$.

Then use this process to solve

$$|x - 83| \leq 2$$

- b) The actual definition of absolute value is “distance from zero”. How does this definition relate to the previous problem?

- c) Solve the following problems. Notice the inequality is reversed.

i) $|x| > 3$

ii) $|x - 83| \geq 2$

- d) How does the actual definition of absolute value as “distance from zero” relate to each part of the last problem?

Gen Ed Assessment for PreCalculus: Math 150

Worksheet: Introduction to Absolute Value Equations and Inequalities

Communication:

This worksheet moves the students from a simple problem that some might be able to solve mentally, to more complex problems that require writing, diagrams and translation into math.

Students must determine the appropriate strategies to evaluate the different messages. Students must translate the specific steps they used into a generic process for solving a specific type of problem.

Student must describe in writing how the concept of “distance from zero” relates to the specific problems.

Critical thinking:

Students must define the components of the problem. Determine the correct equation or inequality to represent the problem. Solve the given equation or inequality, then determine the reasonableness of the solution.

Students are always encouraged to work in groups after working on their own, so that they can evaluate each other's work and defend their solutions.

Quantitative Reasoning:

Students are asked to consider a simple word problem that represents a specific type of problem. They are then guided through the process of integrating written and symbolic mathematical constructs in order to describe the context of the problem.

Students must work backwards from a solution in order to create a process. Then they are asked to apply their process in order to find a solution to a new problem. This is a fundamental strategy in mathematics, along with the testing of solutions.

Gen Ed Assessment for PreCalculus: Math 150

Worksheet: Introduction to Absolute Value Equations and Inequalities

Communication:

This worksheet moves the students from a simple problem that some might be able to solve mentally, to more complex problems that require writing, diagrams and translation into math.

Students must determine the appropriate strategies to evaluate the different messages. Students must translate the specific steps they used into a generic process for solving a specific type of problem.

Student must describe in writing how the concept of “distance from zero” relates to the specific problems.

Critical thinking:

Students must define the components of the problem. Determine the correct equation or inequality to represent the problem. Solve the given equation or inequality, then determine the reasonableness of the solution.

Students are always encouraged to work in groups after working on their own, so that they can evaluate each other's work and defend their solutions.

Quantitative Reasoning:

Students are asked to consider a simple word problem that represents a specific type of problem. They are then guided through the process of integrating written and symbolic mathematical constructs in order to describe the context of the problem.

Students must work backwards from a solution in order to create a process. Then they are asked to apply their process in order to find a solution to a new problem. This is a fundamental strategy in mathematics, along with the testing of solutions.

NEW MEXICO HIGHER EDUCATION DEPARTMENT

SUSANA MARTINEZ
GOVERNOR



DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	New Mexico Highlands University
Department	Department of Computer and Mathematical Sciences
Course Number, Title, Credits	MATH 155, Applied Calculus 1, 3 Credit Hours
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	John Jeffries, Chair
Email and Phone Number of Contact Person	jjeffries@nmhu.edu 505-454-3480

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

MATH 1430 Applications of Calculus I

List all learning outcomes that are shared between course sections at your institution.

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

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

In this course, during the lecture, students will be asked questions and will be expected to state and explain their answers. Students will be asked to sketch the graph of a given function in front of the class. Classmates will be asked to determine if the presentation is acceptable and offer suggestions as to how, if necessary, the sketch needs to be modified. Students will be asked to analyze and solve optimization problems in groups. They will propose and evaluate problem solving strategies and engage in the arguments and reasoning of others. Each group will present their particular problem to the class, and classmates will evaluate the presentation and suggest alternative paths to a solution. There will be problems on the exams

and the quizzes in which the students will be asked to write a concise paragraph, using proper mathematical notation, to explain and interpret their results.

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

In this course, the students will demonstrate critical thinking by interpreting the derivative and the graph of the derivative to describe the behavior of a function locally and globally. They will be asked to estimate the derivative from a provided table of data and the graph of a given function. Students will be asked to compare and contrast average rates of change and instantaneous rates of change. They will be asked to solve max/min problems and justify whether the optimal solution occurs at the critical point of the modeling function. Students will be asked to interpret the antiderivative of a function graphically and project this interpretation to describe the global behavior of the function. Students will be asked to sketch the graph of more complicated functions and to compare their results with those obtained from software such as MatLab or Mathematica or graphing calculators. Students will be asked to estimate the square root of a number by employing and contrasting various methods of linear approximation and continuity arguments (such as the Intermediate Value Theorem).

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

In this course, the students will demonstrate quantitative reasoning skills by utilizing applications of the derivative to calculate marginal costs and revenue. They will find limits algebraically and graphically and use limits to analyze continuity. They will be asked to produce data supporting their findings and, conversely, they will be asked to interpret provided data to assess limits and continuity of functions. Students will be asked to create functions that model given data and graphs and then discuss the strengths and shortcomings of their models. Students will estimate areas between curves by employing different rectangular partitions and they will compare their estimates with results obtained from using the Fundamental Theorem of Calculus.

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 the outcomes of the third essential skill. 200 – 300 words.

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

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

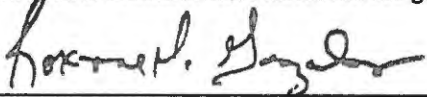
E. Supporting Documents

☐ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

F. 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 meets institutional standards for general education.



Signature of Chief Academic Officer

12/07/18

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Applied Calculus 1

Communication sample assessment

Students will present topics they have investigated to the class. They will be evaluated on their depth of conceptual understanding, how clearly they present their ideas, and how thoroughly they answer questions from their classmates. Students will also be assessed by their contributions to group cooperative learning projects presented to the class. For example, a problem involving comparison of instantaneous speed over an interval of time relative to the average speed over this time interval using the Mean Value Theorem will be assigned. Assessment will focus on adeptness of understanding concepts and thoroughness of conclusions reached as well as student's ability to explain these conclusions to the class.

Critical Thinking sample assessment

Students will be assessed on their mastery of analysis of more challenging problems. They will be judged on their ability to synthesize the ideas of simpler examples of concepts as presented in class and the text, and their ability to adapt these basic ideas to more complicated and applied problems. For example, students will be asked to sketch the graph of the function

$Y = x^2 + \sin^2 x$. The picture of this curve is counter-intuitive in that it is concave up but countably tangent inside and to the curves $y = x^2$ and $y = x^2 + 1$.

Quantitative Reasoning sample assessment

Students will be assessed on their quantitative reasoning skills in a variety of ways. They will examine applied models and be asked to interpret data produced by these models and how this data is consistent with that which the theory of Calculus predicts. Students will be assessed on their ability to devise conceptual generalizations from experimental results and derived data. For example, in the process of investigating area between curves, students will be asked to construct different partitions with inscribed and circumscribed rectangles and then estimate and compare areas. Students will be asked to compare sketches of curves using standard analyses of first and second derivatives to results obtained from mathematical software such as MatLab, Maple or TI graphing calculators.

Applied Calculus 1

Communication sample assessment

Students will present topics they have investigated to the class. They will be evaluated on their depth of conceptual understanding, how clearly they present their ideas, and how thoroughly they answer questions from their classmates. Students will also be assessed by their contributions to group cooperative learning projects presented to the class. For example, a problem involving comparison of instantaneous speed over an interval of time relative to the average speed over this time interval using the Mean Value Theorem will be assigned. Assessment will focus on adeptness of understanding concepts and thoroughness of conclusions reached as well as student's ability to explain these conclusions to the class.

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Quantitative Reasoning sample assessment

Students will be assessed on their quantitative reasoning skills in a variety of ways. They will examine applied models and be asked to interpret data produced by these models and how this data is consistent with that which the theory of Calculus predicts. Students will be assessed on their ability to devise conceptual generalizations from experimental results and derived data. For example, in the process of investigating area between curves, students will be asked to construct different partitions with inscribed and circumscribed rectangles and then estimate and compare areas. Students will be asked to compare sketches of curves using standard analyses of first and second derivatives to results obtained from mathematical software such as MatLab, Maple or TI graphing calculators.



17 January 2019

MEMO:

To: HED Curriculum Committee
From: Thomas Gruszka, Chair, Department of Mathematics and Computer Science
RE: Request for MATH 107, Math for School Teachers, to be approved as a General Education course

The Department of Mathematics and Computer Science at Western New Mexico University (WNMU) is re-submitting the application for MATH 107, Math for School Teachers, to be approved as a General Education course in the Mathematics category.

Explanation: The original proposal inadvertently indicated that MATH 107 was not previously part of the general education curriculum when, in fact, it was. MATH 107 is designed to be and has been the general education mathematics course for students pursuing a degree in elementary education, special education, early childhood education or secondary education in a non-STEM-related discipline. As noted in the application MATH 107 satisfies the necessary essential skills for courses in the mathematics category. As a by-product, students who successfully complete the course are also prepared for an assessment that will allow them to be accepted into the WNMU School of Education. In summary, the focus of the course is problem solving, reasoning fluently with numbers and expressions that arise in contextual situations, and communicating mathematical ideas, all in the service of preparing students for their careers as a teacher.

Thank you, in advance, for your thoughtful consideration of this request.

NEW MEXICO HIGHER EDUCATION DEPARTMENT

SUSANA MARTINEZ
GOVERNOR



DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	WESTERN NEW MEXICO UNIVERSITY
Department	MATHEMATIC AND COMPUTER SCIENCE
Course Number, Title, Credits	MATH 107, MATHEMATICS FOR SCHOOL TEACHERS (3 CREDITS)
Co-requisite Course Number and Title, if any	N/A
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	Scott Smith
Email and Phone Number of Contact Person	Scott.Smith@wnmu.edu (575) 538-6255

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

List New Mexico Common Course Prefix, Number and Name

List all learning outcomes that are shared between course sections at your institution.

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

Institution-specific Student Learning Outcomes

Unit 0001 - Number Properties and Number Operations Demonstrate knowledge of place value and the relative magnitude of numbers. Use addition, subtraction, multiplication, and division of whole numbers in multi-digit computations. Identify equivalent ways of representing integers, fractions, decimals, and percents, including the use of exponents and scientific notation. Solve word problems involving integers, fractions, decimals, percents, ratios, and proportions. Unit 0002 - Fundamental Principles of Algebra Evaluate algebraic expressions by substituting numbers for variables. Solve linear algebraic equations and inequalities in one variable. Identify equivalent algebraic expressions. Graph ordered pairs and number relationships presented in tabular or symbolic form. Identify the linear equation that best represents data presented in tabular or graphic form. Unit 0003 - Measurement Principles and Geometry Concepts Identify a measurement or measurement unit needed to solve a problem. Convert units within and between standard and metric measurement systems. Solve problems involving lines, line segments, and angles. Analyze fundamental properties of triangles, quadrilaterals, and circles. Solve problems involving the length, perimeter, and area of basic shapes and the surface area and volume of rectangular solids. Solve real-world problems involving basic measurement and geometric concepts, including the Pythagorean theorem. Unit 0004 - Probability and Statistics Calculate the probability of a given outcome. Analyze information presented in tables, line graphs, scatter plots, pictographs, bar graphs, histograms, and pie charts. Recognize the appropriate graphic representation of data. Compute and interpret the mean, median, and mode of data. Demonstrate knowledge of the concepts of range, standard deviation, and spread. Recognize appropriate and inappropriate uses of basic statistics. Unit 0005 - Problem Solving, Reasoning, and Mathematical Communication Estimate the solution to a given problem. Evaluate the reasonableness of a solution to a given computation or problem Use algorithms (i.e., a set of instructions) to perform a given calculation or solve a given problem. Use inductive reasoning to identify missing terms in numerical and graphical patterns. Use deductive reasoning to draw conclusions and evaluate arguments. Translate between written English and mathematical terminology, concepts, and notation.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

In MATH 107, students develop their communication skills in a couple of ways. First, for a final project, students are required to create a screencast that is between 10 and 15 minutes in length, where they present a short lesson on a mathematical topic of their choice that is covered during the course. For their screencasts, students are required to clearly convey the objective of the lesson, to use effective communication skills in delivering the message, and to use grammatically correct English. Furthermore, as part of the screencast project, students will engage in peer reviewing, so that each student will grade the screencast project of another student and have their screencast graded by a fellow student. A second way that students will develop their communication skills in MATH 107 is through online discussions. For the online discussions, students respond to discussion questions regarding why particular topics in the elementary mathematics curriculum are frequently difficult for students to learn, such as fractions, decimals, proportions, ratios, integers, probability, etc. During these discussions, students are encouraged to support the positions they take and their arguments with evidence. Additionally, in the online discussions, students are required to evaluate the reasoning of other students in their replies in the discussion boards.

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

There are a number of ways that students engage in critical thinking in MATH 107. One way students engage in critical thinking in the course is through the evaluation of logical arguments. For particular assessment items, students are

required to determine whether logical arguments are valid or invalid, and students are also required to create their own valid logical arguments. Students also engage in critical thinking during the online discussions. During the online discussions, students respond to prompts to questions about why particular topics in the elementary mathematics curriculum and that are covered in MATH 107 are difficult to learn, such as fractions, operations with integers, probability, etc. In these online discussions, students are also encouraged to think of instructional methods that teachers might use to make these difficult topics easier for students to learn. During the online discussions, students are encouraged to use evidence to support the position they take. Furthermore, as part of the online discussions, students are required to reply to other students' responses and to evaluate the reasoning and argumentation of the responses of their fellow students. Critical thinking is also a part of the problem-solving process involved with solving the many mathematical problems that students encounter as part of the course, included in the assigned homework and other assessments.

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

Students develop their quantitative reasoning in MATH 107 in at least three different ways.

First, students explore the relationship between quantitative information and visual representations, where students are required to demonstrate proficiency in converting between quantities such as fractions, decimals, percentages, ratios, and integers and visual ways of representing these quantities. Furthermore, during MATH 107, students solve quantitative contextual problems in the form of word problems that involve a large number of different contexts. The second way that students develop their quantitative reasoning in MATH 107 is by participating in the online discussions, in which students discuss why particular topics in the elementary mathematics curriculum and that are covered in MATH 107 are difficult to learn. During the online discussions, students are required to reply to other students, and in their replies, to interpret, analyze, and critique the quantitative reasoning of their fellow students. The third way that students develop their quantitative reasoning in MATH 107 is by completing a final project, in which students create a screencast in which they create a short lesson that demonstrates how to teach one of the topics covered in the course. During the screencast project, students express quantitative information in the form of numerical operations, graphical representations, reasoning with quantities, and support their conclusions with quantitative arguments.

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 the outcomes of the third essential skill. 200 – 300 words.

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

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

E. Supporting Documents (required).

☒ Sample Syllabus ☒ Sample Assessment Attached

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

Link to Institution's General Education Assessment Plan [WNMU GE Assessment LINK](#)

This course meets institutional standards for general education.



Signature of Chief Academic Officer

1/25/2019

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Math 107

This course is for students intending to major in early childhood education, elementary education, special education, or secondary education in fields outside of business, mathematics and the sciences. Students will learn the mathematics necessary to pass math-based entrance exams for admittance into the School of Education.

Please Review the Following Course Syllabus

Mathematics 107

Mathematics for School Teachers

Fall Semester 2018

Instructor: Scott Smith

email: scott.smith@wnmu.edu

Office Phone: 575-538-6255

Office: GRC (Global Resource Center) 214, Main Campus in Silver City

Office Hours: Monday and Wednesday 10-11am or 12-1pm, or by appointment

Textbook: There is no required textbook for this course.

Prerequisites: Math 098 or a sufficiently high score on the AccuPlacer exam.

Program Fee: A program fee of \$6 per credit hour is used to support program initiatives in math and computer science. These include tutoring services, supplies, and software to support math and computer science courses.

Course Components: Your overall grade for the course will be determined by your scores on the following categories of assignments and assessments: Unit Exams (50%); Homework (30%); Weekly Discussions (10%); Screencast Project (10%). The course assignments and assessments are described in more detail below.

Unit Exams (50% of overall grade): Math 107 is divided into 5 separate Units, consisting of Units 0001 through 0005. Material learned in each Unit is as follows: Unit 0001 covers number properties and operations; Unit 0002 covers fundamental principles of algebra; Unit 0003 covers measurement principles and geometry concepts; Unit 0004 covers the basics of probability and statistics; and Unit 0005 covers problem solving, reasoning, and mathematical communication. We will spend approximately 3 weeks covering each of the 5 Units in the course. At the end of each of the 5 Units students will take a Unit Exam, where each exam is completed and submitted through Canvas. Unit Tests will count for 50% of students' overall course grade. The above units are based upon the framework for the mathematics subtest of NES Essential Academic Skills Test.

Homework (30% of overall grade): For each of the 5 Units covered during the course there will be approximately 4-5 homework assignments, so that there is a total of 22 homework assignments for Math 107. Each of the homework assignments is completed and submitted through Canvas. Students should feel free to contact the instructor if they have any questions about problems from the homework assignments.

Weekly Discussions (10% of overall grade): Each week of the course, there will be a discussion in Canvas of topics relevant to issues with learning related to content that is being covered in the course during the week the discussion is due. For each discussion, students are required to post a response in the discussion and to reply to at least one other student's response. At the bottom of this syllabus are guidelines for etiquette to follow when posting to the Weekly Discussions.

Screencasting Project (10% of overall grade): The Screencasting Project gives students the opportunity to create a multimedia-based lesson on one of the topics covered during the course, where students are free to choose the specific topic of their multimedia screencast presentation. The screencast that students produce is required to be between 12-15 minutes in length and should adequately but briefly describe how to teach one of the topics covered during Math 107, and students' screencast presentations are required to be uploaded to YouTube. Recommended screencasting platforms include screencast-o-matic, Prezi, and Microsoft PowerPoint. The rubric for the Screencasting Project is found in the Math 107 Canvas Course Shell in the description for the assignment itself. For the Screencasting Project, students will also peer review the screencasts of fellow students, where the instructor will make the assignments for the peer reviews.

Course Learning Objectives:

Below are the Course Learning Objectives for Mathematics 107: Mathematics for School Teachers:

Unit 0001 - Number Properties and Number Operations

- Demonstrate knowledge of place value and the relative magnitude of numbers.
- Use addition, subtraction, multiplication, and division of whole numbers in multi-digit computations.
- Identify equivalent ways of representing integers, fractions, decimals, and percents, including the use of exponents and scientific notation.
- Solve word problems involving integers, fractions, decimals, percents, ratios, and proportions.

Unit 0002 - Fundamental Principles of Algebra

- Evaluate algebraic expressions by substituting numbers for variables.
- Solve linear algebraic equations and inequalities in one variable.
- Identify equivalent algebraic expressions.
- Graph ordered pairs and number relationships presented in tabular or symbolic form.
- Identify the linear equation that best represents data presented in tabular or graphic form.

Unit 0003 - Measurement Principles and Geometry Concepts

- Identify a measurement or measurement unit needed to solve a problem.
- Convert units within and between standard and metric measurement systems.
- Solve problems involving lines, line segments, and angles.
- Analyze fundamental properties of triangles, quadrilaterals, and circles.

- Solve problems involving the length, perimeter, and area of basic shapes and the surface area and volume of rectangular solids.
- Solve real-world problems involving basic measurement and geometric concepts, including the Pythagorean theorem.

Unit 0004 - Probability and Statistics

- Calculate the probability of a given outcome.
- Analyze information presented in tables, line graphs, scatter plots, pictographs, bar graphs, histograms, and pie charts.
- Recognize the appropriate graphic representation of data.
- Compute and interpret the mean, median, and mode of data.
- Demonstrate knowledge of the concepts of range, standard deviation, and spread.
- Recognize appropriate and inappropriate uses of basic statistics.

Unit 0005 - Problem Solving, Reasoning, and Mathematical Communication

- Estimate the solution to a given problem.
- Evaluate the reasonableness of a solution to a given computation or problem
- Use algorithms (i.e., a set of instructions) to perform a given calculation or solve a given problem.
- Use inductive reasoning to identify missing terms in numerical and graphical patterns.
- Use deductive reasoning to draw conclusions and evaluate arguments.
- Translate between written English and mathematical terminology, concepts, and notation.

Important Due Dates:

Unit 0001 Test	September 2nd, 2018
Unit 0002 Test	September 23rd, 2018
Unit 0003 Test	October 18th 2018
Unit 0004 Test	November 15th, 2018
Unit 0005 Test	December 9th, 2018
Screencasting Project	December 11th, 2018

Grading System: The following grading system will be used to determine your overall course grade:

- A: 100 - 90%
- B: 89 - 80%
- C: 79 - 70%
- D: 69 - 60%
- F: 59 - 0%

Program Fee: A program fee of \$6 per credit hour is used to support program initiatives in math and computer science. These include tutoring services, supplies, and software to support math and computer science courses.

It is recommended that you build good online access habits, so get used to going to the [MODULES](#) tab to the left when you log in. Don't simply click on assignments or discussion forums in the Activity Stream, Global Navigation links, or your To Do list! The [Modules](#) contain a wealth of information about this course that you'll be missing if you take the "shortcuts."

- Read the [Course Syllabus](#) thoroughly. This is an agreement involving you, the instructor, and the university.
- Start by going through the documents on the Getting Started module.
- Continue to the Unit 1 Module.

Technology Skills for this Course: To participate in this class, you should be familiar with the use of a web-browser to be able to navigate to the various features of this Canvas course.

Technology Requirements for this Course: The primary technology requirements for this online course are access to a computer with a modern internet browser (such as Mozilla Firefox or Google Chrome) as well as access to the internet to login to the Canvas course website.

Etiquette for Online Discussions

Please act in accordance with the following **Code of Civility** when posting responses to the Weekly Discussions:

Respect: Treat all students, faculty, staff and property with respect and in a courteous and professional manner. This includes all communications, whether verbal or written. Let your actions reflect pride in yourself, your university, and your profession.

Kindness: A kind word and gentle voice go a long way. Refrain from using profanity, insulting slang remarks, or making disparaging comments. Consider another person's feelings. Be nice.

Truth: Exhibit honesty and integrity in your dealings with fellow students, faculty and staff members. Don't lie, don't cheat, and don't steal.

Responsibility: Take responsibility for your actions. This includes gracefully accepting the consequences of your behavior.

Cooperation: Exhibit a cooperative manner when dealing with students, faculty and staff so we may all work towards our common goals and mission.

Acceptance: Accept differences in others, as they accept differences in you. This includes diversity in opinions, beliefs and ideas and everything else that makes us unique individuals.

Professionalism: Always conduct yourself in a manner that will bring pride to your profession, to Western New Mexico University, and, most importantly, to yourself.

Academic Integrity Policy

Each student shall observe standards of honesty and integrity in academic work completed at WNMU. Students may be penalized for violating this policy. Please refer to the Academic Integrity section in the current WNMU Course Catalog.

Copyright Policy Statement

The materials found in this course are only for the use of students enrolled in this course for purposes associated with this course and may not be retained by students in any electronic form or further disseminated or distributed to anyone not enrolled in this course.

Name _____

#1. For $f(x) = 3x^2 - 5x + 7$, evaluate $f(-5)$

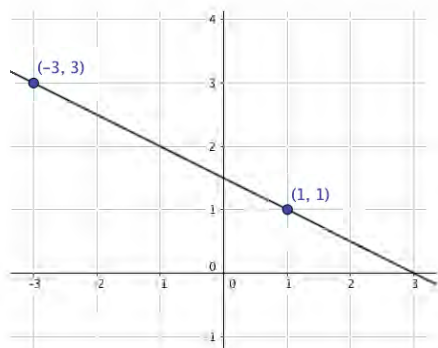
#2. For $h(x) = \frac{2x^2 + 5x + 4}{3x + 8}$, evaluate $h(-4)$

#3. For $f(x) = 2 + x$ and $g(x) = 3 - 4x^2$, evaluate $f(g(-4))$

#4. Determine the slope of the line passing through the points $(-2, 2)$ and $(4, -1)$

#5. Determine the equation of the line (in slope-intercept form) that passes through the points $(3, -2)$ and $(5, 2)$

#6. For the line shown in the image below, determine the equation of the line (in slope-intercept form)



#7. The sum of three consecutive integers is 96. Determine the three integers.

#8. Leon has a handful of dimes and quarters valuing \$3.40. He has 6 more dimes than he does quarters. How many of each coin does he have?

#9. Two cars leave a location traveling in opposite directions. If one car averages 53 miles per hour and the other averages 67 miles per hour, then how long will it take for them to separate a distance of 540 miles?

Addition and Subtraction of Fractions Discussion

Question for the Weekly Discussion:

Fifth-grade students frequently find it difficult to learn and master the operations of adding and subtracting fractions, especially where the fractions do not have a common denominator. Discuss why you believe it is difficult for students to learn these fraction operations (please support your point of view with evidence).

Requirements for weekly discussions are to respond to the given question and to reply to at least one other person's response to the question.

Screencasting Project

The Screencasting Project gives Math 107 students the opportunity to create a multimedia-based lesson on one of the topics covered during the course, where students are free to choose the specific topic of their multimedia screencast presentation. The screencast that students produce is required to be between 12-15 minutes in length and should adequately but briefly describe how to teach one of the topics covered during Math 107, and students' screencast presentations are required to be uploaded to YouTube. Recommended screencasting platforms include screencast-o-matic, Prezi, and Microsoft PowerPoint. Students may use another screencasting platform, provided that they obtain instructor permission to use another screencasting platform. The rubric for the Screencasting Project is found in the Math 107 Canvas Course Shell in the description for the assignment itself. For the Screencasting Project, students will also peer review the screencasts of fellow students, where the instructor will make the assignments for the peer reviews.

General Education Area III: Science

NEW MEXICO HIGHER EDUCATION DEPARTMENT

SUSANA MARTINEZ
GOVERNOR



DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution **New Mexico Highlands University**
Department **Mathematical and Computer Sciences**
Course Number, Title, Credits **Phys 110, Survey of Astronomy, 4**
Co-requisite Course Number and Title, if any
Is this application for your system (ENMU, NMSU, & UNM)?
Name and Title of Contact Person **Dr. John Jeffries, Chair**
Email and Phone Number of Contact Person **ijefferies@nmhu.edu 505-454-3480**

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

ASTR 1125 Survey of Astronomy

List all learning outcomes that are shared between course sections at your institution.

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

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

List approved common course Student Learning Outcomes

Institution-specific Student Learning Outcomes

1. Students will be able to describe the physical processes that govern the appearance of the sky.
2. Students will be able to differentiate between the types of objects in the universe — their properties, formation, and evolution — and to demonstrate that knowledge by placing them in context based on the experiments performed in either the laboratory or the observatory.
3. Students will be able to describe the scientific methods and physical principles by which we study the universe.
4. Students will be able to describe modern cosmological theories.
5. Students will have fun observing the sky.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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 the outcomes of the first essential skill. 200 – 300 words.

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

In this course, students will be presented with details about celestial objects and astronomical phenomena. They will also observe many of these objects and phenomena using optical telescopes. They will be asked to describe what they see and how it fits with the information that has been provided. For example, they will make observations of the moon with a telescope and the “naked eye” and explain why they see phases of the moon. Student will be asked to give and explain evidence that the earth is sphere and not flat. Students will discuss the difference in different types of telescopes, differences in images and advantages/disadvantages (examples optical vs radio telescopes).

Structure of the solar system, galaxies, and the universe is discussed throughout, and students are asked to explain how the scientific method is used to conclude this. Following a lecture on the methods for finding exoplanets they will model a method and list limitations to the method. In addition, they will explain why large planets are more likely to be found. In groups, they will take images using the campus telescope, or MicroObservatory, images that confirm the heliocentric model. They present their images and explain why their images confirm the model. The students determine what will ultimately happen to star given the mass and location on the HR diagram and discuss at what stage of its life a star is at.

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

In this course, students will be given data in different forms and they will analyze and interpret it. Students will use formulas to determine, verify or estimate what they observe or expect in lab (example: students use the distance equation for free falling objects to estimate the time a free-falling object takes to fall from a certain height). Students will be given quantitative data to perform calculations and make estimates (example: students are given redshifts of galaxies and determine the approximate age of the universe).

Students will look at sun spot data and make correlations to events that have occurred in the past. A comparison of large distances will be performed with a calculator and compared. Students will track objects

throughout the semester and make predictions on when objects will no longer be observable. Coordinates for stars are given and students identify those stars give those coordinates. Students will look at the HR diagram and estimate how old a star is and how long it has left as main sequence star. Using the HR diagram for clusters of stars, students will determine the age of a cluster. Using gravity, students will determine the mass of two objects for a binary star system (example: a lab is performed where images of Jupiter and its four largest moons will be used to estimate the mass of Jupiter). Calculations of light gathering power and magnifications will be made for the campus observatory and compared to other telescopes (e.g. Keck, Hubble, LBT, typical store-bought telescope,...).

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 class, social responsibility as it pertains to Astronomy will be considered throughout. Students are asked to ponder scenarios of Earth altering scenarios, some examples are asteroid impacts, changes in the sun, climate change, collision with a black hole, etc. Students will discuss what obligation humanity has to pursue knowledge and new discoveries. Students write a paper on one of the following topics space junk, light pollution, pursuit of discoveries (examples: finding life, research into the big bang, etc.), expenditures on space exploration, and spending more on detecting dangers such as near-earth asteroids or solar storms. Students will discuss how discoveries in astronomy have changed society and how they have been unsettling. In addition, they will discuss how society reacted to those discoveries. Students will be asked to consider future discoveries that could be difficult to digest for mankind. Students will be asked to debate how important the search for intelligent life is. Students will discuss the runaway greenhouse effect on Venus and is it really an extreme example of what could happen on earth. Student will participate in labs that emphasize the importance of working as group, students are expected to perform lab activities in safe manor and look out for each other. Students investigate programs that allow anyone to participate and assist in discoveries (citizen science projects) such as SETI@home (search for intelligent life) or Palnethunter.org (search for exoplanets).

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 the outcomes of the third essential skill. 200 – 300 words.

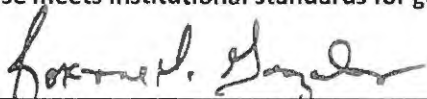
E. Supporting Documents

☐ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

F. 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 meets institutional standards for general education.



Signature of Chief Academic Officer

1/2/2019

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

NEW MEXICO HIGHER EDUCATION DEPARTMENT

SUSANA MARTINEZ
GOVERNOR



DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	New Mexico Highlands University
Department	Biology
Course Number, Title, Credits	Biology 212, General Biology 2 plus Lab, 4 credits
Co-requisite Course Number and Title, if any	Biology 211, Chemistry 211
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Jessica Snow, Assistant Professor
Email and Phone Number of Contact Person	lbsnow@nmhu.edu , 505-426-2118

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

BIOL 2110 Principles of Biology-Cellular and Molecular Biology

List all learning outcomes that are shared between course sections at your institution.

1. Apply the scientific method to develop and evaluate hypotheses and propose an experiment to test a scientific hypothesis related to cell biology and molecular biology.
2. Describe the distinguishing characteristics of various biological molecules (water, carbohydrates, lipids, proteins, and nucleic acids). (HED Area 3, Competency 3)
3. Compare and contrast the basic features of cells and how prokaryotic cells differ from eukaryotic cells. (HED Area 3, Competency 3)
4. Understand how organisms maintain homeostasis in a dynamic environment.

5. Describe how biological molecules are acquired and how they are subsequently used to meet the metabolic needs of organisms. (HED Area 3, Competency 3)
6. Describe membrane structure and function.
7. Describe and analyze the nature of bioenergetic transformations and metabolism within the cell.
8. Describe the processes of cellular respiration and photosynthesis.
9. Analyze with specific detail the processes of DNA replication, transcription, and translation.
10. Analyze with specific detail the types, mechanisms, and regulation of cellular division.
11. Assess important applications of cell and molecular biology to energy use, medicine, and other day-to-day processes. (HED Area 3, Competency 1,3,4,5)

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

N/A

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

Problem setting will be addressed by learning the scientific method. Students will be assessed by their lab reports formulating an experiment to be conducted. Evidence acquisition will be assessed through the development of an annotated bibliography in lab reports. Many techniques will allow acquisition of data. This skill will then be assessed in lab reports. Evidence evaluation will be taught through case studies in the biomedical literature. Pseudoscience and science will be laid out side by side and students will be assessed on how well they can distinguish between the two in an exam. Reasoning/conclusion will be taught weekly through the discussion and interpretation of data in the lab sessions. Conclusions will be assessed through lab assignments and four formal lab reports.

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

The communication of quantitative data will be taught by presenting and discussing data from the literature. Students will then present graphical data from the literature to one another. They will be assessed by their presentation of data in lab reports and in group presentations. Students will learn how to analyze quantitative arguments by reading a scientific paper and critiquing it to peers. Students will be assessed in their ability to analyze quantitative arguments by an exam showing hypothetical data and asking questions about it. Students will learn to apply quantitative models by experiments conducted in the lab. The assessment of this skill will come from their written lab reports in which they should analyze and interpret results and use a quantitative argument to support their conclusions.

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

This course will examine awareness of the cultural impacts on learning biology. This will be assessed through an online discussion of diverse cultural relationships with science, heritage and religious upbringing. Sustainability will be addressed by discussing gene therapy and its ethical implications. This will be assessed via a written assignment. Ethical reasoning will then be assessed via a class debate. Many group projects will be undertaken through the semester and all students will receive assessment for their contribution to the group's project. Students will engage in civic discourse related to the debate on climate change among US citizens. Students will write a paper critically inquiring into the reasons contributing to this disagreement.

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

N/A

E. Supporting Documents

☒ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

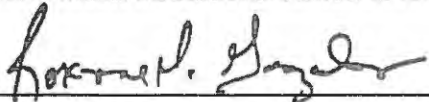
F. Assessment (Must be on file with HED by August 1, 2019)

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

G. Relationship between Institutional Assessment Plan and this Course

Assessment data for this course will be submitted at the end of each semester, based on the appropriate assessment measures for each of the 3 essential skills.

This course meets institutional standards for general education.



Signature of Chief Academic Officer

1/2/2019

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

New Mexico General Education Curriculum Course Certification Instructions

A. Institution and Course Information

Fill in the table provided with institutional and course information. Include the name, title, and contact information for a faculty member who will be available to respond to questions about the course and provide supplemental material.

B. Content Area and Essential Skills

The defining characteristic of a New Mexico general education course is its focus on essential skills. Three essential skills are associated with each of six content areas, as shown in the table below. Faculty teaching courses within any given content area must work to instill the three related essential skills in their students while also addressing content and skills associated with the particular course.

Each of the essential skills listed in the table below is linked to a general education essential skills rubric on the New Mexico Higher Education Department Website.

ALIGNMENT OF ESSENTIAL SKILLS TO CONTENT AREAS WITHIN THE NEW MEXICO GENERAL EDUCATION CURRICULUM	
General Education Content Area	Skills associated with the content area
Communications	Communication Critical Thinking Information & Digital Literacy
Mathematics	Communication Critical Thinking Quantitative Reasoning
Science	Critical Thinking Personal & Social Responsibility Quantitative Reasoning
Social & Behavioral Sciences	Communication Critical Thinking Personal & Social Responsibility
Humanities	Critical Thinking Information & Digital Literacy Personal & Social Responsibility
Creative and Fine Arts	Communication Critical Thinking Personal & Social Responsibility

On the certification form, check the box of the content area to which the course will be added. Then check the boxes next to the three essential skills associated with that content area.

Note: If proposing a course that does not fall within a single General Education content area (as part of your institution's flexible nine), including interdisciplinary courses, select any three of the five essential skills from the table above for association with course learning outcomes.

C. Learning Outcomes

List all shared learning outcomes for the course. Shared learning outcomes are those that are common to all sections offered at the institution regardless of instructor and may include outcomes that are not related to essential skills. In Section D, you will be asked to demonstrate how learning outcomes from the shared outcomes list address the essential skills associated with the selected content area.

Note: Shared learning outcomes should be provided to all course instructors for inclusion in their course syllabi.

D. Narrative

In the boxes provided, write a short (less than 500 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Please refer to the general education essential skills rubric on the New Mexico Higher Education Department Website when completing the narrative portion of the form.

E. Supporting Documents

Attach a sample syllabus for this course. The syllabus should include a complete schedule of class meetings, topics to be covered during the class meeting, required reading for each class, a schedule of assignments and exams, general education learning outcomes, other course learning outcomes, and all other elements required by your institution for syllabi.

Attach a sample assessment. The assessment should illustrate how the essential skills are assessed within the context of the content area.

F & G. Assessment Narrative

Provide a link to a description of your institutional plan for assessment of general education learning outcomes. Describe the relationship between this course and your institution's general education assessment plan.

Note: A copy of your institution's general education assessment plan and how this course fits into that plan should be provided to all instructors for the course.

Cellular Respiration Lab Report Assessment

This lab report assesses the NMHED Essential Skill of Critical Thinking.

Following your experiment with cellular respiration, write a report detailing how you applied the scientific method. Your report should include the following sections: introduction, materials and methods, results, discussion, bibliography.

All data should be presented graphically and analyzed /interpreted. Please refer to attached rubric for grading criteria.

Lab Report Grading Rubric

General Notes:

- Citations should be included in the introduction and discussion.
- Your methods must include a clear description of the experimental design, including any variables in the study (independent, dependent, and controlled), hypotheses, study questions, and metrics used to measure dependent variables.
- Use at least 3 references besides the lab manual for your report (Wikipedia is not a primary reference, but may help you find good references).

Criteria	Level 4 8 points	Level 3 6 points	Level 2 4 points	Level 1 2 points
Title				Title is descriptive
Author				Author's name Given
Introduction	Well stated, specific information regarding the study at hand, with citation	Some specific information regarding the study at hand, citations are not specific to the type of study performed.	Gives very little information	Give too much or inappropriate information
Intro: Hypothesis/Prediction			Hypothesis and Prediction are stated in introduction	Hypothesis or prediction is stated, but not both, or not fully developed
Methods		Easy to follow steps that are logical and adequately detailed, written in paragraph style. Experimental design clear.	Most of the steps understandable; some confusing and lack detail. Or not written in paragraph form.	Not sequential, most steps missing or are confusing.

Results: Table/graph		Table(s) and/or graph(s) complete with title and labeled axis, table or graph is referred to in the results text.	Accurate but not completely or correctly labeled or minor inaccuracies, not referred to correctly in text	Major inaccuracies or missing tables/graphs, reference in text to tables/graphs missing.
Results		Trends in data accurately described with no conclusions drawn. Written in paragraph form.	Accurate mention of some trends but incomplete. In paragraph form.	Inaccurate description of trends; results too brief; not in paragraph form.
Discussion Interpretation		Specifically interprets results, cites supporting evidence, includes weaknesses and/or suggestions for further experiments.	Provides some interpretation of results but does not address major overarching concepts connecting results to larger lesson.	Simply re-states results. Doesn't specifically provide interpretation of results, little supporting evidence, weak suggestion for study design.
Discussion Science Context			Compares findings of this study to the broader context of this field of science. Describes significance of the study and what knowledge is gained to add to what is already known.	Compares findings of this study to the broader context of this field of science. Connections between this study and other studies is vague.
Grammar and Spelling				Grammar and spelling are correct or mostly correct.
Bibliography			Three or more references used besides the lab manual, appropriate to the study, correctly formatted.	1-2 references used, may not be totally appropriate to the type of study or incorrectly formatted.
Overall Score	Grade A work 44 or more	Grade B work 39 or more	Grade C work 34 or more	Grade D work 29 or more

NEW MEXICO HIGHER EDUCATION DEPARTMENT

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DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	New Mexico Highlands University
Department	Chemistry
Course Number, Title, Credits	CHEM 100, Chemistry for the Non-Scientist, 4 credits
Co-requisite Course Number and Title, if any	N/A
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Jan Shepherd, Instructor
Email and Phone Number of Contact Person	jshepherd@nmhu.edu , 505 454-3464

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

CHEM 1110 Chemistry in Our Community Lecture and Laboratory

List all learning outcomes that are shared between course sections at your institution.

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

Lecture Student Learning Outcomes:

1. Define and explain basic chemical terms, principles and concepts.
2. Recognize simple compounds.
3. Use the scientific method to analyze arguments.

4. Interpret information from data presented in charts, graphs, tables and spreadsheets.
5. Balance chemical and nuclear reactions and solve simple stoichiometry problems.
6. Analyze the quality of an argument provided in support of a position.
7. Identify reliable government and scientific websites for accessing data relevant to current local, national and international issues.
8. Understand and explain the basic chemistry behind and major issues of debate concerning topics such as air and water quality, global climate change, use of fossil fuels, nuclear power, and alternative energy sources.

Laboratory Student Learning Outcomes:

1. Define and explain basic chemical terms, principles and concepts.
2. Evaluate safety issues in chemical reactions, laboratories and industry.
3. Observe the operation of laboratory equipment to collect data and as used in industry.
4. Discuss chemical reactions that take place in various environments and their effects on air and water quality, climate change, nuclear power, fossil fuels, and alternative energy sources.
5. Discuss the use and harmful effects of chemicals to the environment, including the importance of safe disposal of toxic chemicals.
6. Examine the effects of public policy on environment.
7. Examine how energy production affects climate change, including basic calculations.
8. Interpret information from data represented in charts, graphs, tables and spreadsheets.

Institution-specific Student Learning Outcomes

Additional Lecture and Laboratory Student Learning Outcomes:

1. Understand ways in which energy is generated, captured, stored, converted and used in our lives—wind, combustion, solar, hydroelectric, photosynthesis, metabolism—while reflecting on any pros and cons of each.
2. Recognize and discuss the importance of the atmosphere (air) and water as being essential to everyday life, pH and acid rain and ocean acidification, ozone depletion, all as included within aspects of climate change.
3. To augment the laboratory (hands-off) portion of the course (which is presented only as defining, explaining, discussing, interpreting, and examining), (to) whenever possible, have students actively and personally conduct experiments, obtain their own real experimental data, and make and interpret observations from chemical processes (in progress) including reactions, separations, isolation, purification, and characterization.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

N/A

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

Thinking critically about chemistry is framed within the scientific method with regards to the way science works. This involves observing a phenomenon, then formulating an hypothesis, followed by setting up experiments to yield quantifiable data, and finally appropriate analysis of data to confirm (predict) or disprove observations that lead to the original hypothesis. The gathering and analysis of data is mostly a laboratory exercise; although, introduction to the scientific method and studies of accepted scientific theories (with historical observations, hypothesis, and supporting evidence that led to such theories) will occur in lecture. The atomic theory and the periodicity of the elements are two of the major pillars of chemistry and will be developed throughout the course. The relating of a chemical formula to a specific structure is another aspect of reasoning and conclusion in that application of rules of valence—developed from atomic structures—will be used to yield a specific molecular structures. Assessment is primarily by in-class examination but also graded homework and class discussion/presentation on these outcomes.

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

Quantitative analytical reasoning occurs throughout the lecture and laboratory portions of the course. Quantitative

analysis will be specifically addressed in conversions of matter to matter (yields), matter to energy (heat), and frequency of radiation to energy. Isotopic abundance will be related to atomic mass. Assessment is primarily by in-class examination and graded homework but may also include class discussion/presentation on these outcomes.

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

This course will examine the societal impacts—including extrapolation to global meaning—on some of the major areas of current scientific inquiry—the importance of water, renewable energy, genetic engineering, ozone depletion, climate change, pH and acid rain and ocean acidification, nutrition (to something seeming mundane as reading and understanding consumer product labels), drug addiction, recycling and biodegradability, the chemical basis for the theory of evolution—that impact the common discussions and policy-making decisions. There is much pseudo-science available to form the basis of classroom debates. Assignments will include written response to topics on in-class exam question as well as verbal interaction and debate among students and instructor.

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

N/A

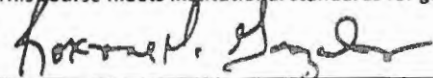
E. Supporting Documents

☒ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

F. 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 meets institutional standards for general education.


Signature of Chief Academic Officer

1/2/2019
Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Attachment

Sample Assessment—An In-Class Examination

Sample Assessment—In-Class Examination

CHEM 100 Fall 2018

Name (print): _____

Exam 1 Wednesday, September 19

50 points total [points for individual questions in brackets]

The following in-class examination assesses Essentials Skills:

- II Critical Thinking (Questions 1-7) Student must use reasoning skills that require a basic knowledge of the content and apply this knowledge while showing a thoughtful process to obtain a correct answer. Reasoning and process can be as important as the answer.
 - IV. Personal and Social Responsibility Essential Skill (Question 8) The balancing of a combustion reaction leads to a discussion of consequences from overuse of hydrocarbon fuels provoking a discussion of alternatives.
 - V. Quantitative/Analytical Reasoning (Questions 1-7) None of these question require regurgitation of memorized content; instead, student must use reasoning and sometimes apply mathematical skills along with basic knowledge (rules) of the content in a reasoned process to obtain a correct answer.
1. [4] How does the experiment below with the masses of the reactants and products given, support the *law of conservation of mass*? Show a calculation.

2.92 grams of magnesium + 4.56 grams of fluorine \rightarrow 7.48 grams of magnesium fluoride
 2. [10] (a) In question 1, how many **moles of magnesium** (Mg) are involved in the reaction? Show a calculation (a conversion of grams to moles). Use values from your Periodic Table.

(b) In question 1, how many **moles of fluorine** (F) are involved in the reaction? Show a calculation.]

(c) What is the **simplest whole number ratio of fluorine to magnesium** in this reaction? Show a calculation.

(d) [Bonus, 3 points] This simplest whole number ration from Part (c) gives you the chemical formula for magnesium fluoride. What is the chemical formula for magnesium fluoride?

3. [8] Perform the following conversions between the English and metric systems.

a. 13.5 fluid ounces = how many mL? (32 fl oz = 1 quart *and* 1.0567 qt = 1 L *and* 1000 mL = 1 L)

b. 75.0 miles/hr = how many kilometers/second? (60 s = 1 min *and* 60 min = 1 hr *and* 1 km = 0.6214 mi) **Express your answer in both decimal and scientific notation.**

4. [4] A 24.3 cm³ sample of osmium metal has a mass of 5.49×10^3 g. What is the density of osmium metal?

5. [6] The density of 200 proof (meaning pure) ethyl alcohol is 0.791 g/mL. How much does 1.00 pint of 200 proof ethyl alcohol weigh in pounds? (2 pt = 1 qt *and* 1.06 L = 1 qt *and* 454 g = 1 lb)

6. [8] Give the complete chemical symbol using the form shown at right for each of the following atoms or ions. For a NEUTRAL atom, you do NOT have to indicate charge.



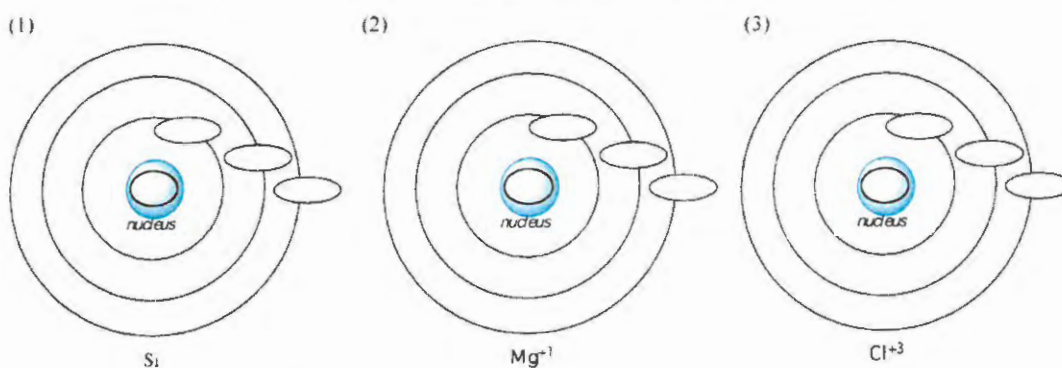
a. [2] Give the identity—symbol with atomic number (Z), mass number (A), and charge (C) if any—of the element or ion that has 26 protons 29 neutrons and 24 electrons.

b. [2] A *neutral* atom has a mass number (A) of 126 and contains 52 electrons. Give its symbol and name.

c. [3] An *ion* of an element has a +2 charge and 18 electrons. This element has the same number of protons as neutrons. Give the symbol for the +2 ion.

- d. [3] An *ion* of an element has a -2 charge and 36 electrons. This element has 12 more neutrons than protons. Give the symbol for the -2 ion.

7. a. [6] Complete the following Bohr diagrams for the ions indicated. This includes number of *protons* in the nucleus and *electrons* in each of the Bohr orbits. Remember that in the orbital diagrams below, two are for ions of the atoms NOT the atoms themselves.



- b. [3] How many valence electrons are there in Si _____, Mg^{+1} _____, Cl^{+3} _____?

8. [4] a. Write and balance the combustion reaction for C_3H_8 , propane.

- b. What product of this reaction, other than water, is a "greenhouse gas"? What does a "greenhouse gas" do and how does it get its name?

- c. Balance the combustion reaction of H_2 . Why is hydrogen consider a greener gas than hydrocarbon fuels.

- d. What other energy alternatives are there to those forms of energy that produce greenhouse gases? Name three.

NEW MEXICO HIGHER EDUCATION DEPARTMENT

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GOVERNOR



DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution New Mexico Highlands University
 Department Chemistry
 Course Number, Title, Credits CHEM 211, General Chemistry 1, 3 credits
 Co-requisite Course Number and Title, if any CHEM 215, General Chemistry Laboratory 1, 2 Credits
 Is this application for your system (ENMU, NMSU, & UNM)?
 Name and Title of Contact Person Jan Shepherd, Instructor
 Email and Phone Number of Contact Person jshepherd@nmhu.edu, 505 454-3464

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for:

CHEM 1115 General Chemistry I for STEM Majors

List all learning outcomes that are shared between course sections at your institution.

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. Use dimensional analysis, the SI system of units and appropriate significant figures to solve quantitative calculations in science.

2. Explain the structure of atoms, isotopes and ions in terms of subatomic particles.
3. Understand the differences between physical and chemical changes to matter, and utilize the IUPAC system of nomenclature and knowledge of reaction types to describe chemical changes, predict products and represent the process as a balanced equation.
4. Apply the mole concept to amounts on a macroscopic and a microscopic level and use this to perform stoichiometric calculations including for reactions in solution, gases and thermochemistry.
5. Apply the gas laws and kinetic molecular theory to relate atomic level behavior to macroscopic properties.
6. Describe the energy conversions that occur in chemical reactions and state changes, relating heat of reaction to thermodynamic properties such as enthalpy and internal energy, and apply these principles to measure and calculate energy changes in reaction.
7. Use different bonding models to describe formation of compounds (ionic and covalent), and apply knowledge of electronic structure to determine molecular spatial arrangement and polarity.
8. Analyze how periodic properties (e.g. electronegativity, atomic and ionic radii, ionization energy, electron affinity, metallic character) and reactivity of elements results from electron configurations of atoms.

Institution-specific Student Learning Outcomes

Additional Lecture and Laboratory Student Learning Outcomes:

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

N/A

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

Thinking critically about chemistry is framed within the scientific method and the way science works. This involves observing a phenomenon, then formulating an hypothesis, followed by setting up experiments to yield quantifiable data, and finally appropriate analysis of data to confirm (predict) or disprove observations that lead to the original hypothesis. The gathering and analysis of data is mostly a thoughtful hands-on, experimental exercise; although, introduction to the scientific method and studies of accepted scientific theories (with historical observations, hypothesis, and supporting evidence that led to such theories) will occur in lecture. The atomic theory and the periodicity of the elements are two of the major pillars of chemistry, introduced here, will be developed throughout the courses in the discipline. The relating of a chemical formula to a specific structure is another aspect of reasoning and conclusion in that application of rules of valence—developed from atomic structures—will be used to yield a specific molecular structures. Assessment is primarily by in-class examination but also graded homework and class discussion/presentation on these outcomes. Throughout the course, analysis of presented problems often starts with understanding what is being asked and placing it in context of current knowledge, rules, and understanding.
--

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

Quantitative analytical reasoning occurs throughout the lecture and laboratory portions of the course. Quantitative analysis will be specifically addressed in conversions of matter to matter (yields), matter to energy (heat), and frequency of radiation to energy. Isotopic abundance will be related to atomic mass. All of these conversions are embedded in the concept of the mole and stoichiometry and structure of matter. Seeing and analyzing these

interrelated concepts is emphasized and continuously assessed. Such assessment is primarily by in-class examination and graded homework but may also include class discussion/presentation on these outcomes.

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

This course will examine the societal impacts—including extrapolation to global meaning—on some of the major areas of current scientific inquiry—the importance of water, energy consumption (combustion of hydrocarbon fuels, nuclear energy) renewable energy, genetic engineering, ozone depletion, climate change, pH and acid rain and ocean acidification, nutrition (to something seeming mundane as reading and understanding consumer product labels), drug addiction, recycling and biodegradability, the chemical basis for the theory of evolution—that impact the common discussions and policy-making decisions. There is much pseudo-science available to form the basis of classroom debates. Assessment will include in-class written response to topics on exam question, searching relevant databases, as well as verbal interaction and guided debate among students and instructor.

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

N/A

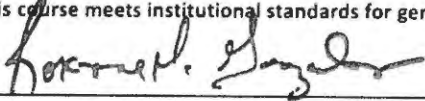
E. Supporting Documents

☐ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

F. 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 meets institutional standards for general education.



Signature of Chief Academic Officer

1/2/2019

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Attachment

Sample Assessment—An In-Class Examination

Essentials Skills assessed: See page 2.

Name (print): _____

General Chemistry I (CHEM 211)

Exam 3

Wednesday, April 5, 2017

Try to complete all work and place all answers on the pages of this exam. You may use backsides of pages.

Show your work including the setups.

Use units with your numbers.

In each calculation, give your result to the correct precision that is justified (correct number of significant figures).

Question...Points

1.	...08
2.	...03
3.	...08
4.	...04
5.	...08
6.	...09
7.	...08
8.	...06
9.	...06
10.	...09
11.	...04
12.	...06
13.	...04

Total of 80 points

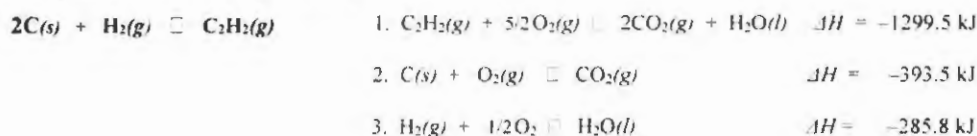
$$E = h\nu = (hc)/\lambda \quad \lambda = c/\nu \quad \nu = c/\lambda \quad c = 3.00 \times 10^8 \text{ m/s} \quad h = 6.626 \times 10^{-34} \text{ J}\cdot\text{s}$$

$$\text{Avogadro's Number } (N_A) = 6.022 \times 10^{23} \text{ photons/mol} \quad 1 \times 10^9 \text{ nm} = 1 \text{ m} \quad 1000 \text{ J} = 1 \text{ kJ}$$

The following in-class examination assesses Essentials Skills:

- II. Critical Thinking (Questions 1-14) *None* of these question assessing different aspects of (a) combustion and (b) electronic configurations require simply regurgitation of memorized content. Instead, student must use reasoning sometimes augmented with mathematical skills and apply basic knowledge in a logical process to obtain a correct answer. Reasoning and process can be as impressive as the answer.
- IV. Personal and Social Responsibility (Question 1, 5, 6) The balancing of a reaction and associated enthalpies of two common energy-containing compounds leads to an analysis and contemplation of possible alternative fuel sources--how to think about them.. Knowledge of what is harmful versus benign radiation is also addressed and related to personal health and common wellbeing.
- V. Quantitative/Analytical Reasoning (Questions 1-14) Addressing different aspects of (a) combustion and (b) electronic configurations requires use of reasoning and often application of mathematical skills while using basic knowledge in a logical process to obtain a correct answer. Understanding a problem that is being posed is a major pathway to the answer and is assessed by how the solution is attempted.

1. [08] Use Hess's Law and the thermochemical equations shown at right to determine the enthalpy (heat/energy) change for the reaction on left (**in bold**). Does your calculation indicate this reaction to be a good source of energy? Explain

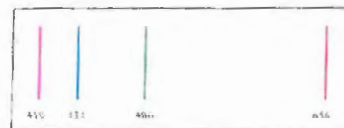


2. [03] The answer to Question 1 is found in Table 5.3: *Standard Enthalpies of Formation*. So, what is the correct answer to Question 1?
3. [08] Use the H_f° data (Table 5.3) to calculate the values of H_{rxn}° in kJ for the following combustion reaction. First complete and balance the equation. $\text{H}_2\text{O}(\text{g})$ is one product; $\text{O}_2(\text{g})$ is the other reactant. $\text{C}_2\text{H}_5\text{OH}(\text{l})$ sometimes written as $\text{C}_2\text{H}_6\text{O}(\text{l})$ which is ethanol.

$$E = h\nu = (hc)/\lambda \quad \lambda = c/\nu \quad \nu = c/\lambda \quad c = 3.00 \times 10^8 \text{ m/s} \quad h = 6.626 \times 10^{-34} \text{ J}\cdot\text{s}$$

$$\text{Avogadro's Number } (N_A) = 6.022 \times 10^{23} \text{ photons/mol} \quad 1 \times 10^9 \text{ nm} = 1 \text{ m} \quad 1000 \text{ J} = 1 \text{ kJ}$$

4. [04] What is this—4 colored lines? Be specific. What is happening to electrons in an atom to produce this?



5. [08] a. Use the *Rydberg-Balmer* equation to determine the wavelength (λ) in *nm* for a transition from $n = 4$ to $n = 2$? What color is this? Show your work.

$$\frac{1}{\lambda} = \frac{1.097 \times 10^7}{\text{m}} \left(\frac{1}{n_{\text{lower}}^2} - \frac{1}{n_{\text{higher}}^2} \right)$$

6. [08] a. A ruby laser emits light at a wavelength of $6.943 \times 10^{-7} \text{ m}$. What is the frequency of this radiation in Hz? Is this a wavelength that could be harmful to you? Show your work.

- c. What is the energy of one mole of photons of frequency found in the ruby laser in 5a. Give your answer in kJ/mol. Show your work.

7. [06] Give the corresponding atomic orbital notation (for example, 1s, 3p, 4d, 5f, and so on) for electrons with the following sets of quantum numbers.

a. $n = 4, l = 1, m_l = 0, m_s = -\frac{1}{2}$

b. $n = 5, l = 3, m_l = -4, m_s = +\frac{1}{2}$

c. $n = 6, l = 2, m_l = -1, m_s = -\frac{1}{2}$

8. [06] Explain specifically why *each* of the following sets of quantum numbers is NOT permissible for an electron in an orbital.

a. $n = 2, l = 2, m_l = -1, m_s = +\frac{1}{2}$

b. $n = 4, l = 2, m_l = -3, m_s = -\frac{1}{2}$

$$E = h\nu = (hc)/\lambda \quad \lambda = c/\nu \quad \nu = c/\lambda \quad c = 3.00 \times 10^8 \text{ m/s} \quad h = 6.626 \times 10^{-34} \text{ J}\cdot\text{s}$$

$$\text{Avogadro's Number (N}_A\text{)} = 6.022 \times 10^{23} \text{ photons/mol} \quad 1 \times 10^9 \text{ nm} = 1 \text{ m} \quad 1000 \text{ J} = 1 \text{ kJ}$$

$$c. \quad n = 1, \quad l = 0, \quad m_l = 0, \quad m_s = +\frac{1}{2}$$

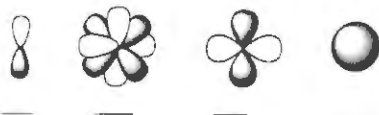
9. [06] Assuming normal filling with the *Aufbau Principle*, (1) give the electron configuration for only the valence electrons for cobalt (Co, $Z = 27$) using notation: *[noble gas core] + valence electron subshells*, and (2) give the number of unpaired electrons in the cobalt atom, and show how you determined your answer.
10. [09] Continuing with predicting unpaired electrons, how many (if any) are there in each of the following atoms. Your answer should show a sketch of the valence electrons orbital diagram for the ion (such as $\uparrow\downarrow \uparrow \uparrow \uparrow \uparrow$ 4 unpaired e^- s). In all cases, assume normal filling of subshells.
- selenium (Se, $Z = 34$)
 - cadmium (Cd, $Z = 48$)
 - tungsten (W, $Z = 74$)
11. [04] The ground state electronic configuration of gadolinium (Gd, $Z = 64$) is $6s^2, 4f^7, 5d^1$, instead of the normal, predicted filling configuration of $6s^2, 4f^8$. Why might the abnormal filling be more stable?
12. [06] a. How many orbitals are there in each of the following subshells? The first two are done for you. The g-subshell follows the f-subshell.
- s 1 p 3 d 5 f 7 g 9
- h. What is the maximum number of electrons that can be in an orbital?

$$E = h\nu = (hc)/\lambda \quad \lambda = c/\nu \quad \nu = c/\lambda \quad c = 3.00 \times 10^8 \text{ m/s} \quad h = 6.626 \times 10^{-34} \text{ J}\cdot\text{s}$$

$$\text{Avogadro's Number } (N_A) = 6.022 \times 10^{23} \text{ photons/mol} \quad 1 \times 10^9 \text{ nm} = 1 \text{ m} \quad 1000 \text{ J} = 1 \text{ kJ}$$

- c. What would be the maximum number of unpaired electrons in a g-subshell that has 12 electrons in it. **Show how you figured out your answer.**

13. [4 points] Label the following orbitals as s, p, d, f.



NEW MEXICO HIGHER EDUCATION DEPARTMENT

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DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	New Mexico Highlands University
Department	Natural Resources Management
Course Number, Title, Credits	FOR105; Humans & Ecosystems; 4 CR
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Kyle Rose, Assistant Professor of Forestry
Email and Phone Number of Contact Person	kylrose@nmhu.edu ; 505-454-3176

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

FOR 1010 Humans and Ecosystems

List all learning outcomes that are shared between course sections at your institution.

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. Review and reinforce basics of quantitative reasoning and mathematical analyses and their application to real-world problems. (Mastery of content knowledge and skills, critical and reflective thinking skills); 2. Through hands-on

labs and field trips, use a variety of strategies to measure physical objects and employ dimension analysis to solve problems. (Mastery of content knowledge and skills, quantitative reasoning); 3. Critically read and write about a popular press book on a natural resource/environmental management (Mastery of critical and reflective thinking skills, reading and writing); 4. Develop and interpret graphs using spreadsheet software. (Mastery of content knowledge and skills, effective communication skills, critical and reflective thinking skills, effective use of technology); 5. Discuss and evaluate scientific methods and interpret evidence. (Mastery of content knowledge and skills, effective communication skills, critical and reflective thinking skills,); 6. Gather research from scientific journals in the library and on the internet, interpret and present key findings on a particular topic (Effective communication skills, critical and reflective thinking skills, effective use of technology); 7. Apply dimension analysis techniques to evaluate a variety of natural resource problems through weekly problem sets and lab exercises. (Mastery of quantitative reasoning skills); 8. Work effectively in collaborative groups to address current environmental issues (Effective communication skills, critical and reflective thinking skills); 9. Incorporate practice with spreadsheets, word processing and presentation software into class, lab and homework assignments (Effective communication skills, effective use of technology)

Institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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 the outcomes of the first essential skill. 200 – 300 words.

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

This class requires the students to think critically about the impacts and interactions of human society with ecosystems. The content of the class sets the scene within which human societies operate: ecosystem services and the indirect and direct effects which influence them; the interaction of ecosystem services with the constituents of well-being; the key biogeochemical cycles on which humans rely; the concepts of biodiversity and biogeography; food systems and the sustainability of those systems; and the reasons for, and methods of, restoration of ecosystems. These concepts are integrated into weekly labs that require the students to collect data, evaluate data, and make conclusions, such as those regarding the impacts of microsite factors on species distribution and the impacts of cover on watershed runoff. The students are regularly asked to approach problems using the scientific method.

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

Throughout the class, the students are asked to apply quantitative models, such as "Doubling Time" and "Average Residence Time," to concepts of ecosystem functioning, management, and restoration. For example, they are asked to evaluate the residence time of pollutants from runoff into lakes. Additionally, the students are introduced to successively challenging quantitative problems related to dimensional analysis and unit conversions. As an example, they might be asked to evaluate the amount of runoff in metric units from a watershed given the amount of rainfall, infiltration, etc. in imperial units. Finally, lab reports require students to utilize Excel to create figures and tables that

accurately and effectively communicate the results of experiments. These skills, including thinking through what the word problems are asking them to solve and setting up calculations and conversions to arrive at answers, set the students up for future classes in forestry and other STEM disciplines.

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*

Personal & social responsibility are key concepts integrated throughout the course as the students learn about sustainability and carrying capacity, climate science, biogeochemical cycles, the role of biodiversity in ecosystem services, the reasons for and methods of restoring degraded ecosystems, and food systems. Additionally, students are introduced to the concepts of traditional ecological knowledge, land management, and food systems.

All labs include group work, teaching students to work together. Two labs explicitly give the students opportunities to discuss questions of ethics and values in ecosystem management. The first lab asks the students to discuss their agreement or disagreement regarding value statements related to ecosystems. The last lab looks at arguments and evidence of climate change and asks the students to evaluate the arguments of competing positions.

In general, the class repeatedly asks the students to evaluate the sustainability of human actions and what individuals and societies can do to increase individual and societal resiliency and sustainability.

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 the outcomes of the third essential skill. 200 – 300 words.

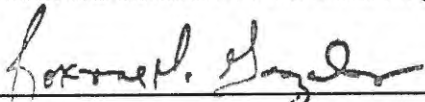
E. Supporting Documents

☐ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

F. 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 meets institutional standards for general education.



Signature of Chief Academic Officer

12/07/18

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Sample Assessment – NMHU's Humans and Ecosystems

Humans and Ecosystems

Directions: Please write a short answer (4-6 sentences). You can use a drawing to aid in communicating your argument.

Short Answer Question:

Explain or describe the relationship between carrying capacity and sustainability and what it means for the sustainability of civilizations.

Link to Essential Skills: 1) Critical thinking and 2) Personal and Social Responsibility

Students demonstrate critical thinking by discussing the relationship between two related concepts related to the sustainability of human society. These concepts, as addressed in class, are explicitly linked to personal and social responsibility. The students must be able to discuss how the relationship between carrying capacity and sustainability should impact how we live as individuals and as a society.

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	New Mexico Highlands University
Department	Natural Resources Management
Course Number, Title, Credits	FOR200; Forestry Field and Safety Practices; 4CR
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	
Email and Phone Number of Contact Person	

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

FORS 2010, Forestry Field and Safety Practices

List all learning outcomes that are shared between course sections at your institution.

1. Students will be able to use various types of forestry equipment typically used by practicing professionals. 2. Students will learn, discuss, and practice common safety measures in the field to minimize the potential for injuries and to align with common practices in the profession. 3. Students will be able to apply a variety of ecological forestry methods to assess and measure vegetation and forest stand conditions and use these skills to evaluate possible forest

treatments. 4. Students will gain skills and abilities in effective collaboration, specifically working in groups and teams. 6. Students will hone communication skills, including written and oral skills, and improve their quantitative and analytical skills through the analysis of data collected in the field.

Institution-specific Student Learning Outcomes

7

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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 the outcomes of the first essential skill. 200 – 300 words.

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

The course is divided into two parts, the first consisting of intensive field work for two weeks and the second consisting of writing assignments. The main writing assignment is a final report that includes the development of several natural resource management questions based on the data individual teams were responsible for collecting in the field. The resource management questions are developed after they have completed the field work instead of prior to entering the field. The students are exposed to a wide breadth of ecological measurement techniques and therefore, must be able to narrow down and present resource management questions relevant to only a portion of the data collected. They are expected to be able to review their data, consider applications of those data, and then develop the questions as a team. The questions must be well-articulated, answerable, and the answers data-driven. All of the questions must pertain to topics covered during the field discussions with the instructor. As the teams develop their management questions and prepare their reports, they must include a statement of resource concern (i.e., wildfire, watershed management) and present reasonable arguments for addressing those concerns using the data they collected. They are expected to utilize the scientific literature to support their arguments and conclusions presented in their final reports.

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

The students spend two full weeks in the field at the beginning of the semester working in individual teams to collect relevant field data related to ecological characteristics of forest systems. During this time, they must learn standard field techniques for measuring forest structure and other ecosystem features and be able to apply these techniques correctly in the collection of data. While in the field, they work in individual teams but share learned skills among other teams to ensure the correct data are being collected. They spend the remaining part of the semester compiling the data, analyzing and interpreting those data, and then prepare a final report discussing how they used those data to address several natural resource management questions. While working on the final report, they must be able to convey their data analysis to one another and be able to communicate their results effectively to the other team members. They must identify the proper data spreadsheets and various analytical programs to analyze their data which may include more complex computer modeling programs that they need to learn during the semester. Their data must appropriately

collected, entered into a database, analyzed using appropriate software, and correctly presented in a final report.

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*

Throughout the course, students engage in discussions pertaining to features of ecological systems, in addition to measuring features of those systems. Students are responsible for taking notes throughout the field work portion of the class, and then arrange the material into a general discussion presented as a writing assignment to the instructor. The subject matter is organized around a discussion of the way various environmental, team, and social topics are interrelated both in how they performed their field work in teams as well as how they are able to relate the field work to cultural and social aspects of natural resource management. This is focused on the application of sustainable resource management to aid in solving issues related to the degradation of natural resources used by humans. Because the field class is divided into smaller teams, they also are expected to discuss the way the team operated. They identify things that did and didn't seem to get done in a group setting. They were responsible for addressing questions such as: What were the characteristics of an effective team member? Did certain people take on leadership roles? Why did they end up leading? What were the biggest problems you had working in the team? This is the first of two writing assignments submitted by students. In the second writing assignment, students work as individual teams to prepare a final report on the data they collected in the field. They are responsible to prepare this report as a team and must work together to ensure its timely completion and adequacy of 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 the outcomes of the third essential skill. 200 – 300 words.


E. Supporting Documents

☐ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

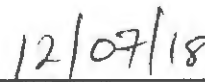
F. Assessment Plan (Must be on file with HED by August 1, 2019)

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 meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Sample assessment for critical thinking, quantitative reasoning, and personal/social responsibility

FOR 200

Final Report – Sample Assessment

Throughout the field portion of the course, students will be working as a team to measure ecological characteristics of systems. Using the data that was collected, they will answer management questions about the various sites at which measurements were taken. Use the following outline as a guide for what is expected in the group report:

Title Page:

The title page should contain:

- a) Course Number and Name
- b) Semester and Date Submitted
- c) Team name
- d) Team Members and email addresses

Introduction:

This section should contain:

- a) General background about data collection (what you did, where you did it, and why you did it—this should be general, detailed descriptions should be written later in other sections)
- b) How this information is relevant to management, and why it is useful.

Management Questions:

You will need to identify 3 management questions that can be answered using the data you have collected. Make these questions answerable, and the answers data-driven. It should be obvious by the way you word your questions which data you will be using to answer your questions. Some data may become "off-limits" for questions (as it is data that is collected for real research projects)...you will become alerted to this during the course.

Methods:

This section should contain:

- a) Sources of field methods
- b) Overview of methods—assume the reader has some familiarity of the data collection methods
 - a. Plot description
 - b. Species composition
 - c. Tree data
 - d. Fuel load
 - e. Other field protocols
- c) Data handling and security
- d) Site descriptions (only describe the sites you will use to answer your management questions) including:
 - a. Geospatial site locations
 - b. Physical, geographic and geological characteristics of sites
 - c. Biotic characteristics of sites
 - d. Fuel load characteristics

Data Analysis:

Describe which data you used to answer your questions, and how you analyzed it. Did you use Excel? Another program? GIS? Calculations?

Results:

Present your results in a concise, useful way that allows the reader to infer the answers to your questions. Use tables, graphs, pictures, maps. Etc.

Discussion/Interpretation:

Here is where you answer your questions! Explain how your results provide an explanation or answer to your questions. Step through all three questions, and remind the reader what your questions were, and state clearly what your answers are.

Explain **why** your answers are important to "managers" and how your information could be used to make decisions about land management or policy, or other important management implications.

The final assignment will be graded according to the rubric:

Grammar	10%
Organization	30%
Following instructions	10%
Accuracy and appropriateness of presentation	20%
Depth of understanding	30%

NEW MEXICO HIGHER EDUCATION DEPARTMENT

SUSANA MARTINEZ
GOVERNOR



DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	New Mexico Highlands University
Department	Natural Resources Management
Course Number, Title, Credits	FOR 231; Terrestrial Ecology; 3CR
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Dr. Blanca Cespedes
Email and Phone Number of Contact Person	bcespedes@nmhu.edu 505 454 3501

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

FORS 2020 Terrestrial Ecology

List all learning outcomes that are shared between course sections at your institution.

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 disseminate the basic concepts of terrestrial ecology. 2) Discuss and understand the relationships between and among key concepts. 3) Use quantitative reasoning skills to address issues and

experiments in terrestrial ecology. 4) Apply the scientific method to test ecological concepts. 5) Incorporate practice with data spreadsheets, word processing, and presentation software into class, lab and homework assignments. 6) Gather research from scientific journals in the library and on the internet, interpret and present key findings on terrestrial ecology. 7) Communicate ecology appropriately in oral and written format to multiple audiences. 8) Integrate the cases of study to daily life and future life. 9) Work effectively in collaborative teams to address current environmental issues.

Institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

This course is designed to engage students in a student-centered, active learning environment focused on learning about terrestrial ecology. Students are exposed to classic ecology concepts and they read popular articles and classic scientific literature in the field of terrestrial ecology with the aim to improve their ability to analyze, synthesize, interpret and evaluate ideas, information and ecological problems. Thus, they will develop and train their critical thinking.

Students will participate in numerous group thought activities, debates and discussions, give presentations, write essays, and provide peer feedback. These activities would help them to perform different roles in diverse situations and problems based on ecology. Students also use critical thinking strategies as synthesis, repose, interpretation and critique to reflect on their own writing and oral skills.

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

This course is designed based on learning through "good" science and that depends on both, individual work, as well as successful collaboration and teamwork. In the class and lab sessions, students will work individually and on teams in different case of study applied to terrestrial ecology concepts and environmental problems.

They use quantitative reasoning skills to address issues and experiments in terrestrial ecology following the structure of the scientific method, so learning how to make hypothesis, design experiments, gathering and analyze data, and interpreting results of their studies.

The students incorporate practice with data spreadsheets, word processing, and presentation software into class, lab and homework assignments. They work with energy balance, population dynamics, climate change and invasive species data. They also have to gather research from scientific journals in the library and on the internet, interpret and present findings data from the terrestrial ecology literature. Students learn how to analyze quantitative arguments by reading a scientific paper and critiquing it to peers. They will be assessed by their presentation of data in lab reports.

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

Terrestrial ecology examines the interactions among organisms and their environment, and it forms the essential foundation of the management and conservation of the world's ecosystems. That is why, personal and social responsibility is one of the most important components and are brought up in every single class. The influence of humans in ecosystems, the consequences of command and control, and the use of resources are part of our daily

classes and discussions. The content of the course examines basic ecological principles and the impact of human activities on the different terrestrial ecosystems Integrating cases of study to analyze this problems. Students apply this concept to their day life habits and behaviors. They work effectively in collaborative teams to address current environmental issues and to find hypothetical solutions, as well as the influence of the cultural, social and religious impacts on the use of resources in New Mexico. This will be assessed through a discussion of diverse cultural relationships with the use and conservation of the resources. Sustainability and adaptive management are concept that are addressed in the context of climate change. This course analyzed environmental issues through the implementation of High Impact Practices visiting close natural areas as Rio Mora Wildlife Refuge several times during the semester and developing scientific studies there.

E. Supporting Documents

☐ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

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

Link to Institution's General Education Assessment Plan Click here to enter text.

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

This course meets institutional standards for general education.



Signature of Chief Academic Officer

12/07/18

Date

HED Internal Use Only

Presented to NMCC on _____

Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____

Date

Sample of assessment TERRESTRIAL ECOLOGY
LAB ESSAY: ECOSYSTEMS. PRIMARY, SECONDARY AND ENERGY FLOW PRODUCTION

Practical study case:

We will analyze the energy flow and the ecological efficiency of each of the trophic levels present in an ecosystem of a meadow. This exercise is based on the experience of Heal and MacLean (1975). Given the specific values of the net primary productivity of a site and the EC, EA and EP of the various groups, as indicated in figure 1, we will establish the relative importance of the different paths.

The system is a meadow where the Net Primary Production (NPP) is $100,000 \text{ J m}^{-2} \text{ year}$. This meadow supports a trophic net like that of the figure. The values of efficiencies are given in the attached table. From here, the amount of energy consumed, assimilated, breathed, produced and accumulated in the form of dead organic matter at each level must be calculated. The ecological efficiency of each level should also be determined.

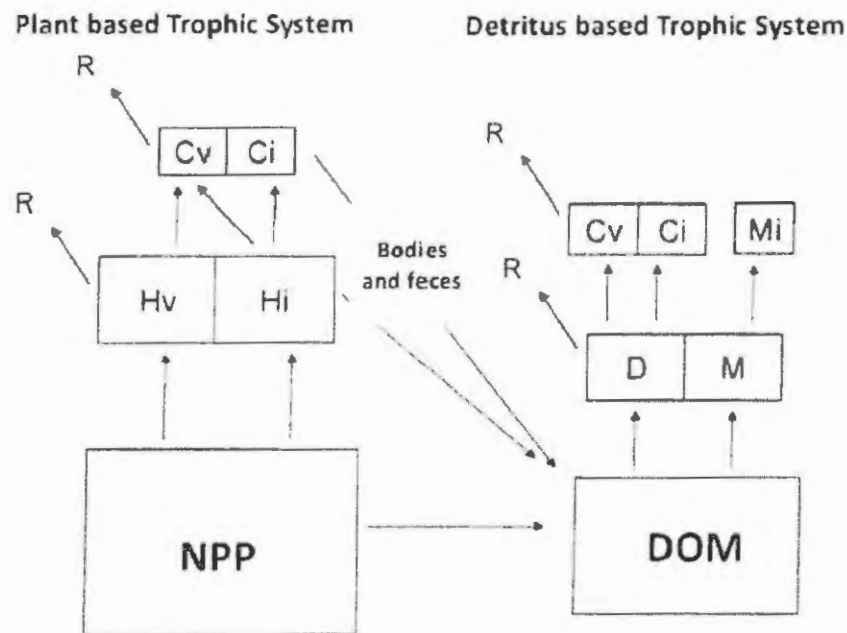


Figure 1: Generalized model of the trophic structure and energy flow of a terrestrial community (According to Heal and MacLean, 1975). Key: NPP: net primary production, Hv: Vertebrate Herbivore, Hi: Invertebrate Herbivore, Cv: Vertebrate Carnivore, Ci: Invertebrate Carnivore, DOM: Dead organic matter (sum of dead plant material, bodies and defecations), D: Detritivore, M: Decomposer, Mi: Microbivore, R: Respiration.

Element of the Trophic Net	Efficiency of Consumption (EC, %)	Efficiency of Assimilation (EA, %)	Defecation Input in Organic Material DOM (%)	Efficiency of Production (EP, %)
Plant based trophic system				
Invertebrate Herbivore (Hi)	4	40	60	40
Vertebrate Herbivore (Hv)	25	50	50	2
Vertebrate Carnivore (Cvi) (invertebrate prey)	5	80	20	2.3
Vertebrate Carnivore (Cvv) (vertebrate prey)	50	80	20	2.3
Invertebrate Carnivore (Ci)	25	80	20	30
Detritus based system				
Decomposer (M)	84.5	100	0	50
Detritivore (D)	15.15	20	80	40
Microbivore (Mi)	0.9	30	70	40
Vertebrate Carnivore (Cv)	50	75	25	3.3
Invertebrate Carnivore (Ci)	25	80	20	31

Answer to the following questions in your report:

Calculate and compare the Ecological Efficiency of each component and each level of the trophic chain.

Link to essential Skill: Quantitative reasoning.

Students will demonstrate quantitative reasoning skills by calculating the percentage of ecological efficiency in each trophic level. Students will assess the productivity of the trophic levels and will analyze the different efficiencies in a terrestrial community.

NEW MEXICO HIGHER EDUCATION DEPARTMENT

SUSANA MARTINEZ
GOVERNOR



DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	New Mexico Highlands University
Department	Natural Resources Management
Course Number, Title, Credits	FOR237; Water Resources; 3CR
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	
Email and Phone Number of Contact Person	

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

FORS 2030, Water Resources

List all learning outcomes that are shared between course sections at your institution.

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. Review and analyze within a geographical perspective the formation, use, conservation and management of water resources (mastery of content knowledge and skills, critical and reflective thinking skills). 2. Develop a working

knowledge of the hydrologic, water quality, legal, economic, political and societal factors that determine water availability, hazards, use, demand and allocation (mastery of content knowledge and skills, reading and writing). Critically discuss the basic principles of water resources management, including surface and groundwater hydrology, water quality and water law (mastery of content knowledge and skills, qualitative and quantitative reasoning).3. Acquire experience in accessing and interpreting hydrological data and using this data to apply this in-depth knowledge of hydrology and water resources to solve a series of problems associated with the science, management, socioeconomics, and politics of water (mastery of content knowledge and skills, effective communication skills, critical and reflective thinking, effective use of technology). 4. Become competent in analyzing regions of water resources conflicts, and discuss underlying issues related to conflicts through class presentations and discussions (mastery of content knowledge and skills, effective communication skills, critical and reflective thinking skills). 5. Improve report writing skills and communicate results of class assignments to various audiences including classroom peers and local NRM practitioners' (effective communication skills, effective use of technology, critical and reflective thinking).

Institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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 the outcomes of the first essential skill. 200 – 300 words.

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

This course introduces undergraduate students to a range of water resources topics and environmental issues and problems concerning water. This course establishes the importance of water resources in both human and ecologic terms, including knowledge of: a) the uses of water resources to meet human needs; b) the role of water resources management to protect environmental systems; c) the laws and agencies that currently regulate and manage water resources; and d) the historical and modern conflicts that have arisen due to water scarcity.

Students develop critical thinking to strengthen their abilities to formulate reasoned positions and evaluate possible solutions. This course facilitates learning and critical thinking about these issues through the introduction of key concepts and tools within the context of specific case studies that allow students to critically understand and evaluate the complexity of water resources issues and problems concerning water.

The use of case studies convey important concepts about water resources issues and give students opportunities to develop critical thinking skills that integrate a complex array of perspectives and concepts. Learning is facilitated by active student participation in the form of small-group discussions, whole-class discussions, and preparation before class periods (i.e. homework assignments and readings).

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

Students gain an understanding of the basic principles of water resources management, including surface and

groundwater hydrology, water quality and water law. This course establishes the scientific basis for managing water resources, including knowledge related to: a) quantification of water resources measurements, including volumes, fluxes, concentrations, and loads; b) occurrence and movement of components of the hydrologic cycle, including precipitation, surface, and ground water; and c) components of water quality, including physical, chemical, and biological aspects.

Students demonstrate competency in written and oral communication through appropriate use of vocabulary and terminology in homework and in class assignments, and clear presentations of quantitative information in tables, charts, and graphs. Graphical and numerical methods are used to organize, analyze and interpret data to understand hydrologic processes, the importance of water to human society, how humans manage water, and environmental impacts of water use (both locally and globally).

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

This course explores the social, economic, environmental, historical and technological forces that have led to our current methods of water distribution, management and policy around the world. A strong historical context is used throughout this course. Colorado and the West provides many examples for discussion within this class; however, other areas in the U.S. and the world are also examined.

Water resources topics introduced in this class are focused on ecological and socioeconomic objectives using an ecosystem management approach. Case studies are used to examine complex interactions among physical, chemical, biological, social, and economic factors related to water resources. Students evaluate regions of local and global water resources conflicts and discuss underlying issues and outcomes for ecosystems and societies (both locally and globally) through writing assignments, class discussions and group presentations. In addition, students work together in small groups to develop in-depth knowledge on a local water resources topic (e.g. Gallinas River Watershed) to enhance their research, writing, and oral presentation skills. The Gallinas River Watershed case study also engages students to critically analyze and evaluate local water resources issues impacting northern New Mexico communities and ecosystems.

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 the outcomes of the third essential skill. 200 – 300 words.

E. Supporting Documents


☐ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

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

Link to Institution's General Education Assessment Plan [Click here to enter text.](#)

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

This course meets institutional standards for general education.



Signature of Chief Academic Officer

12/07/18
Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Sample Assessment-NMHU's FOR 237 Water Resources

FOR 237 Water Resources

Exam II Essay Question:

You are asked to devise a Plan that will contain factory pollution from a point-source in the event of a spill. Identify at least three factors to consider in this Plan.

Links to Essential Skill: Critical Thinking

Students demonstrate critical thinking skills by first identifying that a plan needs to be developed for a point source in the event of a spill. Students then need to think about how point-source pollution can be contained in an area. Students then need to reflect on what they have learned in this class and identify three factors to consider in developing this plan. They also need to be decisive and make informed decisions to think about best options this plan should consider.

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	New Mexico State University
Department	Geological Sciences
Course Number, Title, Credits	GEOL 111G, Introductory Geology, 4 cr.
Co-requisite Course Number and Title, if any	None
Is this application for your system (ENMU, NMSU, & UNM)?	NMSU
Name and Title of Contact Person	Nancy J. McMillan, Department Head, Geological Sciences
Email and Phone Number of Contact Person	nmcmilla@nmsu.edu , 575-646-5000

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

GEOL 1110, Physical Geology

List all learning outcomes that are shared between course sections at your institution.

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

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

- Recall, describe or explain geologic vocabulary.

- Identify or explain aspects of the geologic time scale and compare the uses and limitations of relative and absolute dating.
- 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.
- Describe the formation of, and describe, compare, and classify minerals.
- 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.
- Recognize or explain the fundamentals of surface and groundwater hydrology and discuss the impact of human activities on water quality and quantity.
- Describe or discuss the processes that are responsible for specific geologic hazards (e.g., earthquakes, volcanic eruptions, mass movement, flooding, etc.).
- Recognize or describe the geologic processes involved in the formation and concentration of geologic resources.

Institution-specific Student Learning Outcomes

- 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.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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 the outcomes of the first essential skill. 200 – 300 words.

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

To develop critical thinking skills, students in GEOL 111G 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*

Students in GEOL 111G 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*

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. Students measure the rate of glacial retreat in Wyoming and sea level changes in Florida to evaluate changes to the environment that affect society. Students reflect on questions such as "How would this rise in sea level affect local infrastructure?"

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 the outcomes of the third essential skill. 200 – 300 words.

E. Supporting Documents

☐ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

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

Link to Institution's General Education Assessment Plan

This course meets institutional standards for general education.


Signature of Chief Academic Officer


Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

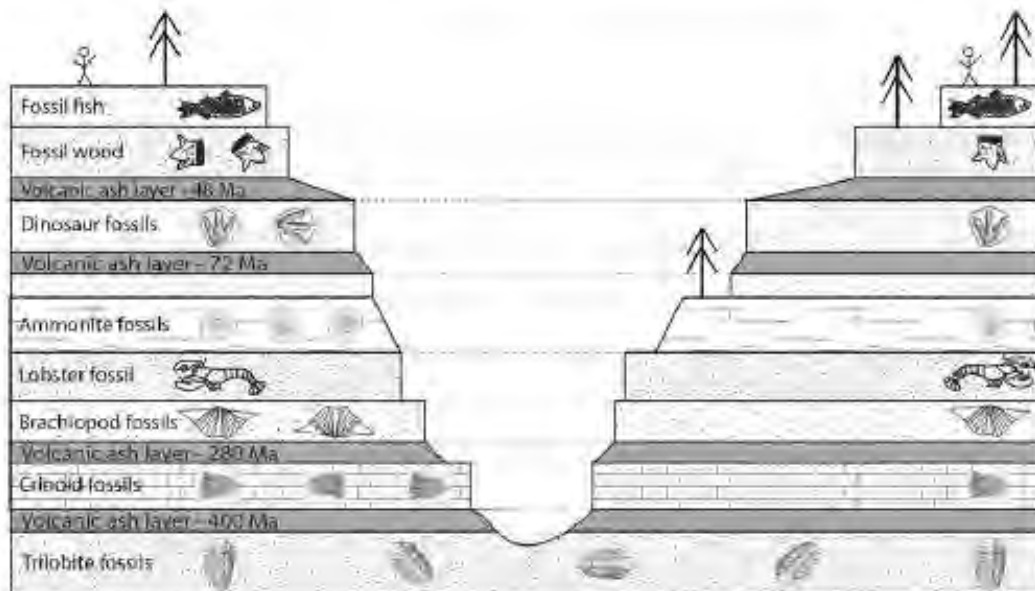
SAMPLE ASSIGNMENT: GEOLOGIC TIME

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 GEOL 111G 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: _____

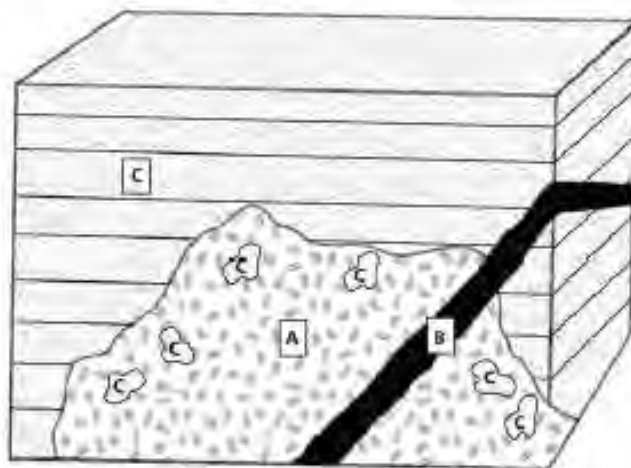
ASSIGNMENT, PART ONE: STRATIGRAPHIC PRINCIPLES

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) _____



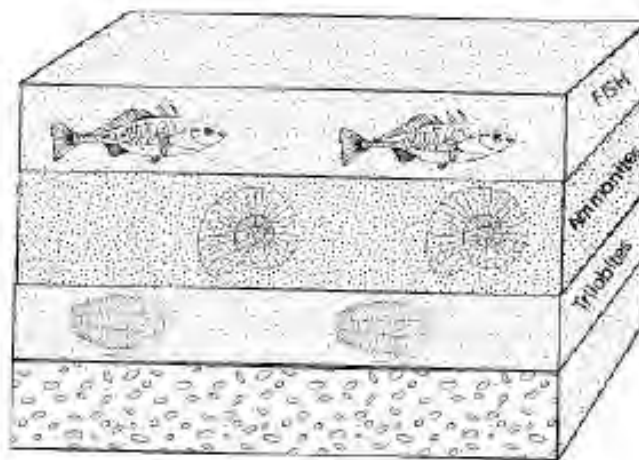
- b) Which two stratigraphic principles did you use above?

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)
<u>Critical Thinking</u> 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.				
<u>Personal and Social Responsibility</u> 5. Active participation in group discussion. 6. Ability to provide accurate information for group discussion.				
<u>Quantitative Reasoning</u> 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				

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	New Mexico Highlands University
Department	Natural Resources Management Department
Course Number, Title, Credits	GEOL 1110 Physical Geology - Survey of Earth Science; 4.0 credits
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Jennifer Lindline, Ph.D.; Environmental Geology Program Coordinator
Email and Phone Number of Contact Person	lindlinej@nmhu.edu ; 505-426-2046

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

GEOL 1110 Physical Geology

List all learning outcomes that are shared between course sections at your institution.

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.

Institution-specific Student Learning Outcomes

1. Understand and practice the scientific method (make observations, form hypothesis, test hypothesis, accept, modify, or reject hypothesis, communicate information, and develop theory). 2. Gain awareness of local geologic features and phenomena in New Mexico.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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 the outcomes of the first essential skill. 200 – 300 words.

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

Critical Thinking will be addressed through in-class, homework, and laboratory exercises in the course of which students practice the scientific method. In particular, students will be exposed to Problem Setting through provision of set of unknown hand specimens, such minerals, igneous rocks, sedimentary rocks, or metamorphic rocks. They will then practice Evidence Acquisition by testing for and making basic observations about the systematic physical properties of minerals and rocks. Students will then practice Evidence Evaluation by using acquired data and mineral and rock identification charts to identify their unknown. Students will apply Reasoning by continued characterization and comparison of unknown samples to tentative sample identity and by answering a series of guided questions about their hand specimens, such as geologic origin, environment of formation, and economic resource value. Students will practice forming Conclusions during the discussion and interpretation of the weekly lab datasets and final lab write-up.

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

Quantitative Reasoning will be addressed in at least half of the weekly laboratory exercises as students practice the scientific method using numerical datasets, such as seismic wave arrival times, stream discharge, and groundwater elevations. The Communication/Representation of quantitative data will be practiced by tabulating, graphing, and or contouring the datasets. Students will apply Analysis of Quantitative Arguments by evaluating the reasonability of the datasets and criticizing conclusions based on datasets. Students will practice Application of Quantitative Models by using their numerical data to solve real-world or contextual problems, such as locating an earthquake's epicenter and determining seismic risk, calculating flood recurrence intervals and considering issues with flood plain development, and using ground water elevation data to assess ground water flow directions and contaminant plume migration.

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*

Personal and Social Responsibility are addressed throughout the course as most topics end with a discussion of human interactions with the environment in a geologic context (such as resource extraction, hazard assessment, and waste disposal). Sustainability and the Natural and Human Worlds is applied specifically to topics on resource extraction as students consider the economic benefits as well as the environmental impacts of hard rock mining and hydrocarbon extraction. Intercultural Reasoning and Intercultural Competence is applied to these same topics as students from a wide range of social, cultural, economic, and learning backgrounds listen to, debate, and understand each other's 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 the outcomes of the third essential skill. 200 – 300 words.

E. Supporting Documents

☐ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

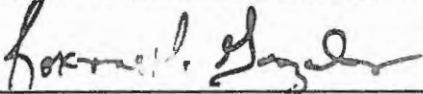
A sample assessment (questions from lecture Test 3) is attached that links to **Essential Skill: Critical Thinking** and measures student mastery of NM Common Core Learning Outcomes 1, 6, and 7.

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

Link to Institution's General Education Assessment Plan

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

This course meets institutional standards for general education.



Signature of Chief Academic Officer

12/07/18

Date

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Presented to NMCC on _____
Date

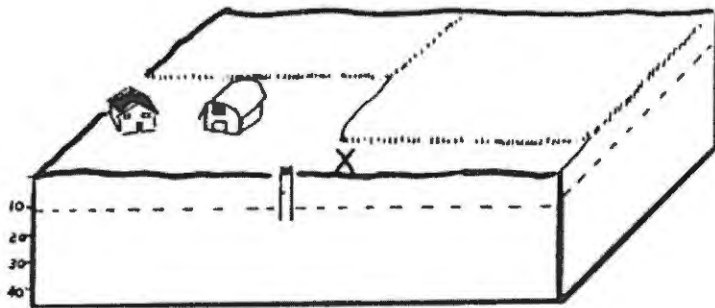
☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

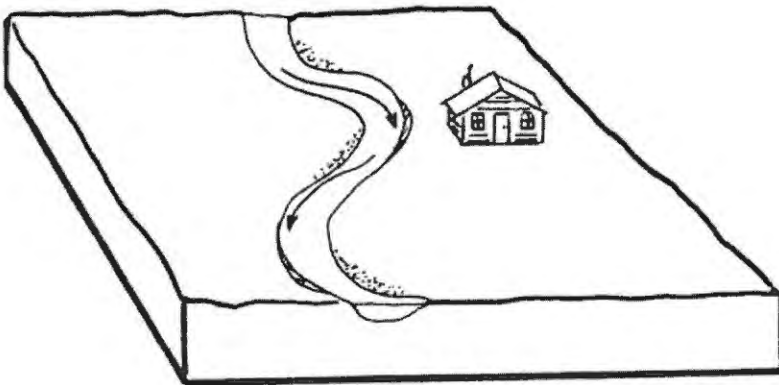
Geology 1110; Physical Geology - Survey of Earth Science Sample Assessment

Questions from Lecture Exam 3 are copied below. These questions link to **Essential Skill: Critical Thinking** as students must recall content knowledge (ground water resources, streams and floods, and mass wasting), identify potential geologic hazards, evaluate the evidence, and provide geologic reasoning to support their answers.

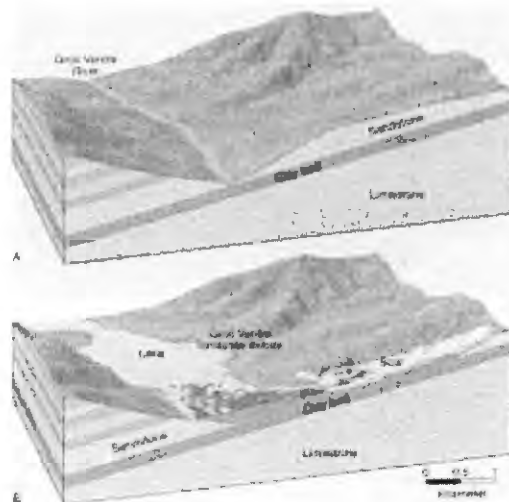


3. This figure shows Mr. Jones's house, barn and land. He's been farming the land for years, and using the 15-foot well shown to draw ground water for irrigation. The dashed line shows the water table elevation. Mega Farmer has just bought nearby land and is placing a 30-foot well in the place marked X. Describe in words and draw directly on the figure the effect this will have on Mr. Jones's well.

4. This figure below shows a meandering stream. A new house has just been built as shown. Notice that this house has been placed along the flood plain. *Was this a good place to build? Why or why not?*



5. To the right are before-and-after cross-sectional views of the Gros Ventre rockslide, an event in Wyoming that scarred the landscape and dammed the river with 38 million cubic meters of debris. From what you know about landslides in general and from what you observe from the figure -- *What factors led to the massive rockslide at Gros Ventre, Wyoming?*



NEW MEXICO HIGHER EDUCATION DEPARTMENT

SUSANA MARTINEZ
GOVERNOR



DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	New Mexico State University
Department	Physics
Course Number, Title, Credits	PHYS 211G and PHYS 211GL, General Physics I and General Physics I Laboratory, 4 credits
Co-requisite Course Number and Title, if any	None
Is this application for your system (ENMU, NMSU, & UNM)?	NMSU
Name and Title of Contact Person	Michael DeAntonio, College Professor, Physics
Email and Phone Number of Contact Person	mdeanton@nmsu.edu , 575-646-3707

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

PHYS 1230G and PHYS 1230L; Algebra-Based Physics I, Algebra-Based Physics I Lab

List all learning outcomes that are shared between course sections at your institution.

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 lecture portion of this course, the student will be able to:

1. Demonstrate converting units and other aspects of dimensional analysis in the working of numerical problems.
2. Apply principles of Newtonian mechanics to predict and account for simple phenomena modeled by the motion of particles in one and two dimensions.
3. Apply principles of Newtonian mechanics to predict and account for simple phenomena modeled by the motion of a rigid body in two dimensions.
4. Apply Newton's theory of gravitation to circular orbits and demonstrate understanding of how Kepler's laws of planetary motion provide the empirical foundation for Newton's theory.
5. Apply the mathematics of vectors to the principles of Newtonian mechanics.
6. Apply principles of Newtonian mechanics to the case of static and dynamic incompressible fluids, including Archimedes's and Bernoulli's principles.

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

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

Institution-specific Student Learning Outcomes

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

1. Use a physics problem solving strategy to identify relevant concepts, establish the relation between known and unknown quantities, calculate a quantitative result using appropriate mathematical methods, self-check reasonableness of assumptions and solutions.
2. Apply the mathematics of vectors to the principles of physics.
3. Use the equations of kinematics to describe the relationship between the kinematic variables.
4. Use the Newtonian Laws of mechanics to predict and account for simple phenomena modeled by the motion of particles and extended bodies in one and two dimensions.
5. Apply principles of Newtonian mechanics to the cases of static fluids, simple harmonic motion and waves.
6. Apply principles of conservation and equilibrium to the topics of energy, momentum, torque and angular momentum.

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

1. Test ideas using appropriate laboratory equipment.
2. Take measurements and record measured quantities to the appropriate precision.
3. Apply appropriate methods of analysis to raw data, including using graphical and statistical methods via computer-based tools.

4. Estimate experimental uncertainties.
5. Draw appropriate conclusions from quantitative scientific observations.
6. Use computers to analyze and report laboratory results.
7. Work effectively as part of a team.
8. Determine whether results and conclusions are reasonable.
9. Accurately and clearly communicate the results of scientific experiments. in written form in appropriate style and depth.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Although Physics 211G/211GL and 215G/215GL differ from one another in their mathematical requirements (211 used algebra only whereas 215 uses calculus as well), the material covered and SLOs are sufficiently similar that they produce a very similar General Education assessment. Therefore, you will find similar or identical assessment or critical skills for both sets of courses.

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 the outcomes of the first essential skill. 200 – 300 words.

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

To develop critical thinking skills in this course, students will

- 1. Complete laboratory reports in the lab portion of the course wherein they will develop the ability to express quantitate information symbolically, graphically and in written language. (Communication/Representation of Quantitative Information)**
- 2. Complete at least two graded peer assessments of the laboratory reports to interpret, analyze and critique information by others. (Analysis of Quantitative Arguments)**
- 3. Participate in a cumulative lab practical as part of the final exam for the laboratory. This practical consists of presenting the students with a set of devices and instruments, asking the students to determine basic physical principles that can be tested with the device and performing and analyzing the results of these tests. (Application of Quantitative Models)**

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

To develop quantitative reasoning skills in this course, students will

- 1. Participate in a cumulative lab practical as part of the final exam for the laboratory. This practical consists of presenting the students with a set of devices and instruments, asking the students to determine basic physical principles that can be tested with the device and performing and analyzing the results of these tests. (Problem Setting)**
- 2. Use the knowledge taught in the lecture and laboratory portions of the class to address and solve specific problems within physics. (Evidence Acquisition)**
- 3. Read an article about unethical behavior in science to evaluate evidence/data for credibility (e.g. bias, reliability,**

validity), probable truth, and relevance to a situation. The article will then be the subject of team discussion between students followed by an instructor-led discussion in the lectures and/or laboratory portion of the class. An essay will then be assigned for the individual students to complete and assessment done using a grading rubric. The essay will ask the students to give specific examples of error/fraud and the rubric will measure the specificity and relevance of their work. This will assess the ability of the students to recognize and mitigate unethical behavior in their own work and others. The assessment will help guide the instructors to new ways of discussing ethics in science and aid them in explaining ethical behavior to the students. (Evidence Evaluation)

4. Students will evaluate certain problems within the lecture and/or laboratory portion of the class for their physical validity to learn to develop conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation. (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*

To develop quantitative reasoning skills in this course, students will

1. Read an article about unethical behavior in science to evaluate evidence/data for credibility (e.g. bias, reliability, validity), probable truth, and relevance to a situation to evaluate ethical reasoning. The article will then be the subject of team discussion between students followed by an instructor-led discussion in the lectures and/or laboratory portion of the class. An essay will then be assigned for the individual students to complete and assessment done using a grading rubric. The essay will ask the students to give specific examples of error/fraud and the rubric will measure the specificity and relevance of their work.

This will assess the ability of the students to recognize and mitigate unethical behavior in their own work and others. The assessment will help guide the instructors to new ways of discussing ethics in science and aid them in explaining ethical behavior to the students. (Ethical Reasoning)

2. The students will work on assignments as part of a team in both the lecture and laboratory portion of the class. The teams will be assigned or randomized to create interaction with other students that are not a part of their current cultural and social network. (Collaborative Skills, Teamwork and Value Systems)

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

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

E. Supporting Documents

☒ **Sample Course Rubric Attached** (recommended) ☒ **Sample Assessment Attached** (required)

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

Link to Institution's General Education Assessment Plan [Click here to enter text.](#)

This course meets institutional standards for general education.

April C Mason
Signature of Chief Academic Officer

25 Jan 19
Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

As a sample assignment, the following assignment and grading rubric is given in the laboratory portion of the class and covers the following skills.

1. Quantitative Reasoning

Reasoning/Conclusion

2. Personal and Social Responsibility

Ethical Reasoning

Collaborative Skills, Teamwork and Value Systems

Ethics in Science Lab

Read Fang, Steen and Casadevall, **Misconduct Accounts for the Majority of Retracted Scientific Publications**, *Proceedings of the National Academy of Sciences* 109, 2012, 17028-17033.

Discuss with the other students in your team the various types of misconduct and error, how these affect others inside and outside the scientific community.

You will be given one article for your team from Table 3 of **Misconduct Accounts for the Majority of Retracted Scientific Publications**. For the article you are given, the team should discuss the ramifications of the misconduct or error.

Your instructor will lead you in a discussion of the type of fraud in the article at your table and further ramifications of that fraud both inside and outside the scientific community. The instructor will also ask each table for other examples of fraud or error that you have experienced or heard in the news.

For next week, write an essay where you cite another example of misconduct or error and explain its ramifications inside and outside the scientific community. You will be graded using the following rubric.

	Emerging	Developing	Proficient
Specificity	Students describe a broad category of misconduct or error but give no specific examples.	Students give specific examples but do not address the ramifications of the misconduct or error.	Students give specific examples and address the ramifications.
Relevance	Students cite an example that is outside of science or not misconduct/error.	Students cite a scientific example that is not misconduct or error.	Students cite a scientific example that is a good sample of misconduct or error.

Misconduct accounts for the majority of retracted scientific publications

Ferric C. Fang^{a,b,1}, R. Grant Steen^{c,1}, and Arturo Casadevall^{d,1,2}

Departments of ^aLaboratory Medicine and ^bMicrobiology, University of Washington School of Medicine, Seattle, WA 98195; ^cMediCC! Medical Communications Consultants, Chapel Hill, NC 27517; and ^dDepartment of Microbiology and Immunology, Albert Einstein College of Medicine, Bronx, NY 10461

Edited by Thomas Shenk, Princeton University, Princeton, NJ, and approved September 6, 2012 (received for review July 18, 2012)

A detailed review of all 2,047 biomedical and life-science research articles indexed by PubMed as retracted on May 3, 2012 revealed that only 21.3% of retractions were attributable to error. In contrast, 67.4% of retractions were attributable to misconduct, including fraud or suspected fraud (43.4%), duplicate publication (14.2%), and plagiarism (9.8%). Incomplete, uninformative or misleading retraction announcements have led to a previous underestimation of the role of fraud in the ongoing retraction epidemic. The percentage of scientific articles retracted because of fraud has increased ~10-fold since 1975. Retractions exhibit distinctive temporal and geographic patterns that may reveal underlying causes.

bibliometric analysis | biomedical publishing | ethics | research misconduct

The number and frequency of retracted publications are important indicators of the health of the scientific enterprise, because retracted articles represent unequivocal evidence of project failure, irrespective of the cause. Hence, retractions are worthy of rigorous and systematic study. The retraction of flawed publications corrects the scientific literature and also provides insights into the scientific process. However, the rising frequency of retractions has recently elicited concern (1, 2). Studies of selected retracted articles have suggested that error is more common than fraud as a cause of retraction (3–5) and that rates of retraction correlate with journal-impact factor (6). We undertook a comprehensive analysis of all retracted articles indexed by PubMed to ascertain the validity of the earlier findings. Retracted articles were classified according to whether the cause of retraction was documented fraud (data falsification or fabrication), suspected fraud, plagiarism, duplicate publication, error, unknown, or other reasons (e.g., journal error, authorship dispute).

Results

Causes of Retraction. PubMed references more than 25 million articles relating primarily to biomedical research published since the 1940s. A comprehensive search of the PubMed database in May 2012 identified 2,047 retracted articles, with the earliest retracted article published in 1973 and retracted in 1977. Hence, retraction is a relatively recent development in the biomedical scientific literature, although retractable offenses are not necessarily new. To understand the reasons for retraction, we consulted reports from the Office of Research Integrity and other published resources (7, 8), in addition to the retraction announcements in scientific journals. Use of these additional sources of information resulted in the reclassification of 118 of 742 (15.9%) retractions in an earlier study (4) from error to fraud. A list of 158 articles for which the cause of retraction was reclassified because of consultation of secondary sources is provided in Table S1. For example, a retraction announcement in *Biochemical and Biophysical Research Communications* reported that “results were derived from experiments that were found to have flaws in methodological execution and data analysis,” giving the impression of error (9). However, an investigation of this article conducted by Harvard University and reported to the Office of Research Integrity indicated that “many instances of data fabrication and falsification were found” (10). In another example, a retraction notice

published by the authors of a manuscript in the *Journal of Cell Biology* stated that “In follow-up experiments . . . we have shown that the lack of FOXO1a expression reported in figure 1 is not correct” (11). A subsequent report from the Office of Research Integrity states that the first author committed “research misconduct by knowingly and intentionally falsely reporting . . . that FOXO1a was not expressed . . . by selecting a specific FOXO1a immunoblot to show the desired result” (12). In contrast to earlier studies, we found that the majority of retracted articles were retracted because of some form of misconduct, with only 21.3% retracted because of error. The most common reason for retraction was fraud or suspected fraud (43.4%), with additional articles retracted because of duplicate publication (14.2%) or plagiarism (9.8%). Miscellaneous reasons or unknown causes accounted for the remainder. Thus, for articles in which the reason for retraction is known, three-quarters were retracted because of misconduct or suspected misconduct, and only one-quarter was retracted for error.

Temporal Trends. A marked recent rise in the frequency of retraction was confirmed (2, 13), but was not uniform among the various causes of retraction (Fig. 1A). A discernible rise in retractions because of fraud or error was first evident in the 1990s, with a subsequent dramatic rise in retractions attributable to fraud occurring during the last decade. A more modest increase in retractions because of error was observed, and increasing retractions because of plagiarism and duplicate publication are a recent phenomenon, seen only since 2005. The recent increase in retractions for fraud cannot be attributed solely to an increase in the number of research publications: retractions for fraud or suspected fraud as a percentage of total articles have increased nearly 10-fold since 1975 (Fig. 1B).

Geographic Origin and Impact Factor. Retracted articles were authored in 56 countries, and geographic origin was found to vary according to the cause for retraction (Fig. 2). The United States, Germany, Japan, and China accounted for three-quarters of retractions because of fraud or suspected fraud. China and India collectively accounted for more cases of plagiarism than the United States, and duplicate publication exhibited a pattern similar to that of plagiarism. The relationship between journal impact factor and retraction rate was also found to vary with the cause of retraction. Journal-impact factor showed a highly significant correlation with retractions because of fraud or error but not with those because of plagiarism or duplicate publication (Fig. 3A–C). Moreover, the mean impact factors of journals retracting articles

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¹F.C.F., R.G.S., and A.C. contributed equally to this work.

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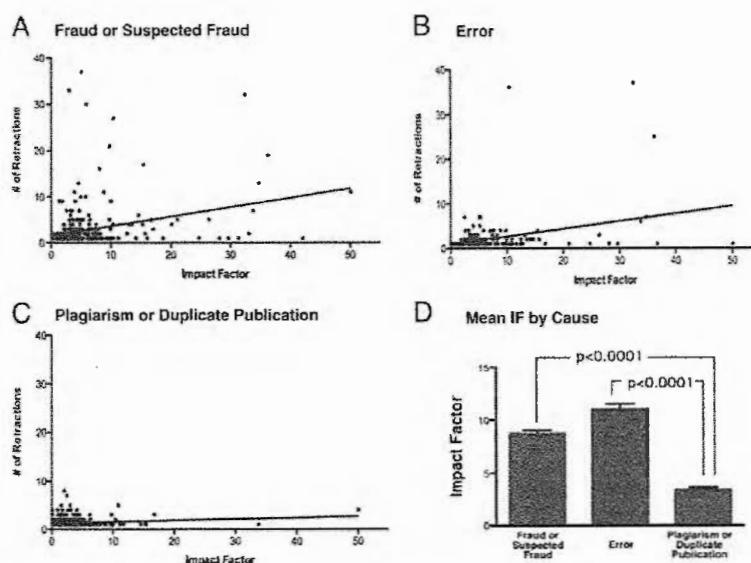


Fig. 3. Relation of journal-impact factor to retractions for fraud or suspected fraud, error, and plagiarism, or duplicate publication. Journal-impact factor showed a highly significant correlation with the number of retractions for fraud or suspected fraud (*A*) ($n = 889$ articles in 324 journals, $R^2 = 0.08664$, $P < 0.0001$) and error (*B*) ($n = 437$ articles in 218 journals, $R^2 = 0.1142$, $P < 0.0001$), and a slight correlation with the number of retractions for plagiarism or duplicate publication (*C*) ($n = 490$ articles in 357 journals, $R^2 = 0.01420$, $P = 0.0243$). The mean journal-impact factor of articles retracted because of fraud/suspected fraud or error was significantly different from that of papers retracted because of plagiarism or duplicate publication (*D*) (error bars \pm SEM, $P < 0.0001$).

of Research Integrity, *Retraction Watch*, news media, and other public records. The US Office of Research Integrity was formed in 1992 and is charged with the oversight of misconduct allegations involving federally sponsored research. As the consideration of secondary sources led to changes in the perceived cause of retraction in 158 instances (Table S1), we conclude that for many retractions, the retraction notice is insufficient to ascertain the true cause of a retraction.

We further note that not all articles suspected of fraud have been retracted. The *Lancet* and *British Medical Journal* expressed serious reservations about the validity of the Indo-Mediterranean Diet Heart Study after the primary author was unable to present original records to document ethics review and informed consent (18, 19), yet the original articles have not been retracted (20, 21). Several articles authored by Mark Spector when he was working in the laboratory of Efraim Racker remain in the literature (22, 23), despite documentation that Spector committed data fabrication (24). R. K. Chandra was found to have committed fraud in the performance of clinical trials, but only a single article was retracted (25), even though considerable evidence was obtained to suggest that other publications were also fraudulent (26). Therefore, the current number of articles retracted because of fraud represents an underestimation of the actual number of fraudulent articles in the literature.

Although some retraction announcements are specific and detailed, many are uninformative or opaque. In 119 instances, no information regarding the reason for retraction was provided by the journal. Announcements are often written by the authors of the retracted article themselves (27), who may be understandably reluctant to implicate themselves in misconduct. Furthermore, investigation of suspected misconduct is a lengthy process, and retraction notices are frequently made before the full results of investigations are available. Among 285 investigations concluded by the Office of Research Integrity from 2001 to 2010, the length of investigation averaged 20.48 mo in duration and ranged up to more than 9 y (28). Policies regarding retraction announcements vary widely among journals, and some, such as the *Journal of Biological*

Chemistry, routinely decline to provide any explanation for retraction. These factors have contributed to the systematic underestimation of the role of misconduct and the overestimation of the role of error in retractions (3, 4), and speak to the need for uniform standards regarding retraction notices (5).

Differences in the temporal and geographic patterns of retraction according to cause (Figs. 1*A* and 2) militate against a simple explanation for retractions. One factor is the increased detection of misconduct. The first discernible increase in retractions followed the formation of the Office of Scientific Integrity (the predecessor of the Office of Research Integrity) and passage of the Whistleblower Protection Act in 1989. The recent increase in the incidence of retractions and the differing patterns by region (Fig. 2) argue that incentives may vary with the type of misconduct. Most articles retracted for fraud have originated in countries with longstanding research traditions (e.g., United States, Germany, Japan) and are particularly problematic for high-impact journals. In contrast, plagiarism and duplicate publication often arise from countries that lack a longstanding research tradition, and such infractions often are associated with lower-impact journals (Fig. 3 and Table 1). A highly significant correlation was found between the journal-impact factor and the number of retractions for fraud or suspected fraud and error (Fig. 3*A* and *B*); the mean impact factor was found to be significantly higher for articles retracted for fraud, suspected fraud, or error, compared with those retracted for plagiarism or duplicate publication (Fig. 3*D*). An association between impact factor and retraction for fraud or error has been noted previously (4, 6, 29, 30). This finding may reflect the greater scrutiny accorded to articles in high-impact journals and the greater uncertainty associated with cutting-edge research. Alternatively, the disproportionately high payoffs to scientists for publication in prestigious venues can be an incentive to perform work with excessive haste (31) or to engage in unethical practices (4). The modest correlation between impact factor and time-to-retraction argues against an explanation based on increased scrutiny alone, but the higher proportion of fraud in highly

Table 2. Mean time-to-retraction by category

Cause of retraction	n	Months to retract (Mean)	SD
All causes*	2,047	32.9	34.2
Fraud (fabrication/falsification)	697	46.8	38.4
Suspected fraud	192	29.4	30.0
Plagiarism	200	26.0	32.6
Duplicate publication	290	27.0	30.1
Error	437	26.0	28.0
Other	108	19.8	31.1
Unknown	182	22.1	25.4

*Some articles fall into more than one category.

between time-to-retraction and impact factor (Fig. 4B) suggests that the greater visibility and enhanced scrutiny of high-impact journals may contribute to more rapid retraction of fraudulent papers by these journals, although the effect appears to be quite modest.

Most articles by authors with large numbers of retractions (Table S2) were retracted because of misconduct, and these include some of the most notorious cases in the history of research ethics. The Mori case (Fig. S2) demonstrates that fraudulent articles can go undetected for many years. Such cases may be revealed only fortuitously when exposed by an attentive reviewer or whistleblower (40). Twelve of Mori's retracted articles had been in the literature for 5 y or more, demonstrating that the impact of serial retractions on the average time-to-retraction can be substantial.

In conclusion, a comprehensive review of 2,047 articles retracted from the biomedical literature reveals that misconduct has played a more prominent role than previously appreciated. Our findings underscore the importance of vigilance by reviewers, editors, and readers, and investigations by institutions, government agencies, and journalists in identifying and documenting research misconduct. Furthermore, our findings suggest a need for increased attention to ethics in the training of scientists. However, this attention alone is unlikely to be successful in curbing poor research practices.

The rise in the rate of retractions raises concern about the health of the scientific enterprise itself (32). Although articles

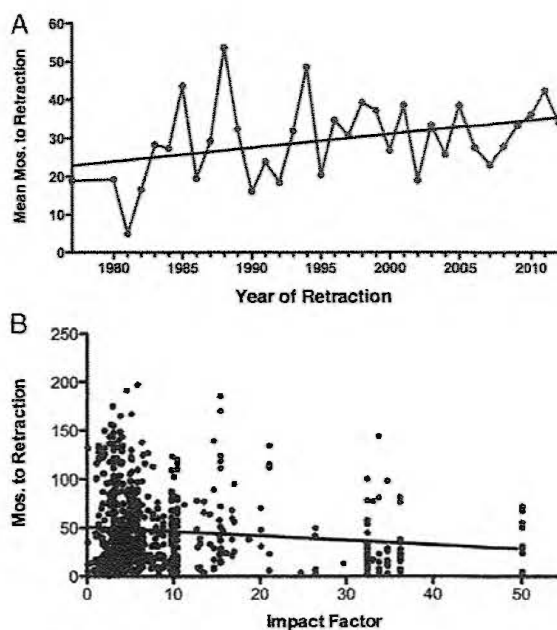


Fig. 4. (A) Time-to-retraction as a function of year of retraction. $R^2 = 0.1236$, $P = 0.0414$. (B) Time-to-retraction as a function of impact factor. Journal-impact factor correlated inversely with time-to-retraction for articles retracted because of fraud ($n = 697$, $R^2 = 0.01441$, $P = 0.0015$) but not other causes.

retracted because of fraud represent a very small percentage of the scientific literature (Fig. 1B), it is important to recognize that: (i) only a fraction of fraudulent articles are retracted; (ii) there are other more common sources of unreliability in the literature (41–44); (iii) misconduct risks damaging the credibility of science; and (iv) fraud may be a sign of underlying counterproductive incentives that influence scientists (45, 46). A better

Table 3. Most cited retracted articles

First author	Journal	Year published	Year retracted	Times cited*	Reason for retraction
Wakefield	<i>Lancet</i>	1998	2004; 2010	758	Fraud
Reyes	<i>Blood</i>	2001	2009	740	Error
Fukuhara	<i>Science</i>	2005	2007	686	Error
Nakao	<i>Lancet</i>	2003	2009	626	Fraud
Chang	<i>Science</i>	2001	2006	512	Error
Kugler	<i>Nature Medicine</i>	2000	2003	494	Fraud
Rubio	<i>Cancer Research</i>	2005	2010	457	Error
Gowen	<i>Science</i>	1998	2003	395	Fraud
Makarova	<i>Nature</i>	2001	2006	375	Error
Hwang	<i>Science</i>	2004	2006	368	Fraud
Potti	<i>The New England Journal of Medicine</i>	2006	2011	361	Fraud
Brugger	<i>The New England Journal of Medicine</i>	1995	2001	336	Fraud
Van Parijs	<i>Immunity</i>	1999	2009	330	Fraud
Potti	<i>Nature Medicine</i>	2006	2011	328	Fraud
Schön	<i>Science</i>	2000	2002	297	Fraud
Chiu	<i>Nature</i>	2005	2010	281	Error
Cooper	<i>Science</i>	1997	2005	264	Fraud
Le Page	<i>Cell</i>	2000	2005	262	Error
Kawasaki	<i>Nature</i>	2004	2006	243	Fraud
Hwang	<i>Science</i>	2005	2006	234	Error

*As of June 22, 2012.

□

A. Institution and Course Information

Name of Institution	New Mexico Highlands University
Department/Program	Computer and Mathematical Sciences/Physics Program
Course Number, Title, Credits	PHYS 1230 Algebra-Based Physics 1 + Lab
Co-requisite Course Number and Title, if any	Co-requisite MATH 140 College Algebra
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	Joseph Sabutis
Email and Phone Number of Contact Person	jsabutis@countcrow.nmhu.edu (505) 454-3075

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for
PHYS 1230 Algebra-Based Physics 1 + Lab

List all learning outcomes that are shared between course sections at your institution.

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

Lecture:

1. Demonstrate converting units and other aspects of dimensional analysis in the working of numerical problems.
2. Describe a 2-dimensional vector as a magnitude and direction or as components in specified x- and y- directions and convert between the two descriptions.
3. Apply principles of Newtonian mechanics to predict and account for simple phenomena modeled by the motion of particles in one- and two-dimensions.
4. Apply principles of Newtonian mechanics to predict and account for simple phenomena modeled by the linear and rotational motion of a rigid body in two dimensions.
5. Apply Newton's theory of gravitation to circular orbits and demonstrate understanding of how Kepler's laws of planetary motion provide the empirical foundation for Newton's theory.

6. Apply the mathematics of vectors to the principles of Newtonian mechanics.
7. Apply principles of Newtonian mechanics to the case of static and dynamic incompressible fluids, including Archimedes' and Bernoulli's principles.
8. Describe the fundamental properties of periodic motion.
9. Explain and apply the basic concepts of wave and sound motion.
10. Explain the basic concepts of heat, temperature and thermodynamics.

Lab:

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

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

N/A

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

The lectures and recitations model problem solving techniques by: 1) Presenting examples of how to identify and gather the information/data necessary to address the problem or question, and in doing so differentiate relevant from irrelevant information; 2) Explaining how to answer a specified problem or question by recasting the problem or question into one that incorporated the identified and gathers data; 3) Having the students check the validity of a conclusion, solution, and/or outcomes that are constant with known and accepted physical laws; and where applicable, 4) Have the students develop a conclusion based on the derived answer to a problem.

These skills will be reinforced by assignment of a mix of homework problem that incorporate all of the above skills and the use of exams and possibly quizzes that properly assess the students' mastery of the skills.

Lab: These skills will be reinforced by having the students report their results in a properly formatted lab report (see supporting documents) that would allow for an assessment of the students' mastery of the concepts.

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

Students will express quantitative information symbolically by understanding the meaning of variables in mathematical equations, graphically by drawing pictures to represent the contents of a problem and by representing motion and vectors in a 2-dimensional Cartesian plane, and in written form by answering

questions based on their physical and numerical analysis of problems.

Students will interpret, analyze and critique information or a line of reasoning presented by others by providing physical reason to support or critique analyses of others; For example, asking the student to respond to a person who believes that astronauts are weightless when orbiting the Earth, or that a perpetual motion apparatus could be constructed.

Students will apply appropriate quantitative models to real-world problems by being able to explain, for example, how air resistance (friction) would alter the parabolic path of an object or how it would affect the gas mileage of a moving car when it increase its speed.

Lab: Students will express quantitative information symbolically by understanding the meaning of variables in mathematical equations, graphically by drawing pictures and formulating measurement and summary data tables to represent the contents of lab exercises, in written form by answering questions based on values derived from their experimental measurement, and providing an analysis of lab concepts by incorporating content from the lecture.

Students will interpret, analyze and critique information or a line of reasoning presented by others by providing physical reason to support or critique analyses of others; For example, during the lab exercises the students need to work together and agree on a procedure they will use to take measurements and calculating derived quantities.

Students will apply appropriate quantitative models to real-world problems by being able to explain, for example, how the calculated speed of the projectile in the ballistic pendulum exercise is reasonable. One way to do this is to relate the ballistic pendulum experiment to an earlier 2-D motion lab by noting connections between to two procedures.

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*

Where applicable (in the energy, momentum, thermodynamics sections for example) sustainability and the natural and human worlds, along with ethical reasoning, would be incorporated by having the students use their solutions of problems to apply it to situations they are likely to encounter in their lives. Some non-exhaustive examples of this are 1) The mechanism for why vehicle airbags reduce the number of fatal accidents; 2) Using energy concepts, formulate reasons for the use or non-use of renewable and non-renewable energy sources;

Selected, but sufficient, time would be given for practicing collaboration skills, teamwork and value systems by having students work in classroom groups to determine using physics concepts and then discuss answers to relevant social questions.

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

N/A

E. Supporting Documents (required).

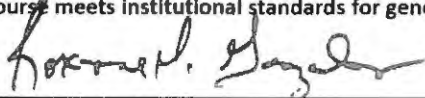
☐ Syllabus Attached ☒ Sample Assessment Attached

F. Assessment (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 meets institutional standards for general education.



Signature of Chief Academic Officer

1/2/2019

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

E. Supporting Documents

Assessment Examples:

Critical Thinking: (Physical Properties as applied to a real-life situation)

A diesel tanker truck transporting gasoline leaves Las Cruces, NM, during a summer afternoon when the temperature was 101°F and arrives in Mora, NM, during the night when the temperature was 35°F. The tank was filled and sealed in Las Cruces with 25,000 gallons of gasoline, but when the seal was opened in Mora, there were only 24,970 gallons of gasoline in the tank. Using Physics, **explain** what happened to the missing 30 gallons of gasoline. (The tanker truck runs on diesel fuel, not gasoline.)

Lab: Discuss whether the data collected make sense maybe within the uncertainty of the measurements. Compare the theoretical and experimental values obtained, and explain the meaning of the percent difference value. Also answer in this section any questions that are asked in the laboratory handout.

Quantitative Reasoning: (application of definitions and formulae)

A metal rod having a mass of 40.0 grams in air is suspended by a light string. When submersed in gasoline, it “masses” 29.0 grams. **Calculate** the density of the metal rod.

Lab: Present the results of lab exercise in a summary table with percent difference from a standard or theoretical value.

$$\%difference = \frac{|Theory - Experiment|}{Theory} \times 100\%$$

Personal & Social Responsibility: (Using Physics Concepts to be a responsible citizen)

Trees offsetting CO₂.

Trees can help offset the buildup of CO₂ due to burning coal and other fossil fuels. CO₂ can be absorbed by tree foliage. Trees use the carbon to grow, and release O₂ into the atmosphere. Suppose a refrigerator uses 600 kWh of electricity per year (about 2,109 J) from a 33% efficient coal-fired power plant. Burning 1 kg of coal releases about 2,107 J of energy. Assume coal is all carbon, which when burned in air becomes CO₂. (a) How much coal is burned per year to run this refrigerator?

(b) Assuming a forest can capture 1700 kg of carbon per hectare (10,000m²) per year, estimate how many square meters of forest are needed to capture the carbon (in the form now of CO₂) emitted in (a).

•

A. Institution and Course Information

Name of Institution	New Mexico Highlands University
Department/Program	Computer and Mathematical Sciences/Physics Program
Course Number, Title, Credits	PHYS 1240 Algebra-Based Physics 2 + Lab
Co-requisite Course Number and Title, if any	Pre-requisite PHYS 151 (NMCCN PHYS 1124)
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	Joseph Sabutis
Email and Phone Number of Contact Person	jsabutis@countcrow.nmhu.edu (505) 454-3075

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for
PHYS 1240 Algebra-Based Physics 2 + Lab

List all learning outcomes that are shared between course sections at your institution.

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

Lecture:

1. Be able to state Coulomb's Law and Gauss's laws and apply them.
2. Apply the concepts of electric charge, electric field and electric potential to solve problems.
3. Analyze simple DC and AC circuits.
4. Apply the Lorentz force to solve problems.
5. Apply Faraday's law of induction (and Lenz's law) to solve problems.
6. Apply ray optics to practical lens systems such as microscopes and corrective lenses.
7. Apply the wave nature of light to the phenomena of reflection, refraction, and diffraction.

Lab:

1. Explain the scientific method.
2. Test ideas using modern laboratory equipment.

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

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

N/A

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

The lectures and recitations model problem solving techniques by: 1) Presenting examples of how to identify and gather the information/data necessary to address the problem or question, and in doing so differentiate relevant from irrelevant information; 2) Explaining how to answer a specified problem or question by recasting the problem or question into one that incorporated the identified and gathers data; 3) Having the students check the validity of a conclusion, solution, and/or outcomes that are constant with known and accepted physical laws; and where applicable, 4) Have the students develop a conclusion based on the derived answer to a problem.

These skill will be reinforced by assignment of a mix of homework problem that incorporate all of the above skills and the use of exams and possibly quizzes that properly assess the students' mastery of the skills.

Lab: These skills will be reinforced by having the students report their results in a properly formatted lab report (see supporting documents) that would allow for an assessment of the students' mastery of the concepts.

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

Students will express quantitative information symbolically by understanding the meaning of variables in mathematical equations, graphically by drawing pictures to represent the contents of a problem, by knowing electric and magnetic lines represent the fields, using ray tracing techniques to find images of object in lensig and mirrored systems, and in written form by answering questions based on their physical and numerical analysis of problems.

Students will interpret, analyze and critique information or a line of reasoning presented by others by providing physical reason to support or critique analyses of others; For example, asking the student to respond to a person who believes that electric and magnetic effect arise from the same phenomenon or how energy is transported by E-M waves.

Students will apply appropriate quantitative models to real-world problems by being able to explain, for example, how current varies with load or explain how eyeglasses could use both diverging and converging lenses.

gas mileage of a moving car when it increase its speed.

Lab: Students will express quantitative information symbolically by understanding the meaning of variables in mathematical equations, graphically by drawing pictures and formulating measurement and summary data tables to represent the contents of lab exercises, in written form by answering questions based on values derived from their experimental measurement, and providing an analysis of lab concepts by incorporating content from the lecture.

Students will interpret, analyze and critique information or a line of reasoning presented by others by providing physical reason to support or critique analyses of others; For example, during the lab exercises the students need to work together and agree on a procedure they will use to take measurements and calculating derived quantities.

Students will apply appropriate quantitative models to real-world problems by being able to explain, for example, how the calculated speed of the projectile in the ballistic pendulum exercise is reasonable. One way to do this is to relate the ballistic pendulum experiment to an earlier 2-D motion lab by noting connections between to two procedures.

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*

Where applicable (Electric and magnetic field sections for example) sustainability and the natural and human worlds, along with ethical reasoning, would be incorporated by having the students use their solutions of problems to apply it to situations they are likely to encounter in their lives. Some non-exhaustive examples of this are 1) What kind of lens would help a nearsighted person; 2) Using energy concepts, formulate reasons for the use or non-use of renewable and non-renewable energy sources;

Selected, but sufficient, time would be given for practicing collaboration skills, teamwork and value systems by having students work in classroom groups to determine using physics concepts and then discuss answers to relevant social questions.

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

N/A

E. Supporting Documents (required).

☐ Syllabus Attached ☒ Sample Assessment Attached

F. Assessment (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 meets Institutional standards for general education.

Signature of Chief Academic Officer

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

E. Supporting Documents

Assessment Examples:

Critical Thinking: (Physical Properties as applied to a real-life situation)

An archerfish can “spit” a stream of water from its mouth to knock bugs off branches and to fall into the water so they can have a snack. On the drawing to the right, **indicate** the approximate location where the fish would see the bug on the branch, and briefly **justify** your answer.

Lab: Discuss whether the data collected make sense maybe within the uncertainty of the measurements. Compare the theoretical and experimental values obtained, and explain the meaning of the percent difference value. Also answer in this section any questions that are asked in the laboratory handout.

Quantitative Reasoning: (application of definitions and formulae)

A diverging (concave) thin lens has $f = 6$ cm. If a 3 cm object is placed 4 cm in front of this lens: **Determine** whether the image is a) real or virtual and b) upright or inverted. c) How far from the lens is the image located? d) How magnified or how tall is the image?

Lab: Present the results of lab exercise in a summary table with percent difference from a standard or theoretical value.

$$\% \text{ difference} = \frac{| \text{Theory} - \text{Experiment} |}{\text{Theory}} \times 100\%$$

Personal & Social Responsibility: (Using Physics Concepts to be a responsible citizen)

Household wiring has sometimes used aluminum instead of copper. (a) Using the table provided, find the ratio of the resistance of a copper wire to that of an aluminum wire of the same length and diameter. (b) Typical copper wire used for home wiring in the U.S. has a diameter of 1.63 mm. What is the resistance of 125 m of this wire? (c) What would be the resistance of the same wire if it were made of aluminum? (d) How much power would be dissipated in each wire if it carried 18 A of current? (e) What should be the diameter of the aluminum wire for it to have the same resistance as the copper wire? (f) In Section 18-4, a statement is made about the resistance of copper and aluminum wires of the same weight. Using the information you just calculated, justify the requirement that high amperage house wiring (> 20 amps) be copper.

A. Institution and Course Information

Name of Institution	New Mexico Highlands University
Department/Program	Computer and Mathematical Sciences/Physics Program
Course Number, Title, Credits	PHYS 1310 Calculus-Based Physics 1 + Lab
Co-requisite Course Number and Title, if any	Co-requisite MATH 211 Calculus 1
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	Joseph Sabutis
Email and Phone Number of Contact Person	jsabutis@countcrow.nmhu.edu (505) 454-3075

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for
PHYS 1310 Calculus-Based Physics 1 + Lab

List all learning outcomes that are shared between course sections at your institution.

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

Lecture:

1. Describe the relationships among position, velocity, and acceleration as functions of time.
2. Use the equations of kinematics to describe motion under constant acceleration.
3. Analyze linear motion using Newton's laws, force, and linear momentum.
4. Analyze rotational motion using torque and angular momentum.
5. Analyze motion using work and energy.
6. Describe and apply the fundamental properties of waves, oscillations, and periodic motion.
7. Describe and apply the laws of thermodynamics.

Lab:

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

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

N/A

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

The lectures and recitations model problem solving techniques by: 1) Presenting examples of how to identify and gather the information/data necessary to address the problem or question, and in doing so differentiate relevant from irrelevant information; 2) Explaining how to answer a specified problem or question by recasting the problem or question into one that incorporated the identified and gathers data; 3) Having the students check the validity of a conclusion, solution, and/or outcomes that are constant with known and accepted physical laws; and where applicable, 4) Have the students develop a conclusion based on the derived answer to a problem.

These skills will be reinforced by assignment of a mix of homework problem that incorporate all of the above skills and the use of exams and possibly quizzes that properly assess the students' mastery of the skills.

Lab: These skills will be reinforced by having the students report their results in a properly formatted lab report (see supporting documents) that would allow for an assessment of the students' mastery of the concepts.

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

Students will express quantitative information symbolically by understanding the meaning of variables in mathematical equations, graphically by drawing pictures to represent the contents of a problem and by representing motion and vectors in a 2-dimensional Cartesian plane, and in written form by answering questions based on their physical and numerical analysis of problems.

Students will interpret, analyze and critique information or a line of reasoning presented by others by providing physical reason to support or critique analyses of others; For example, asking the student to respond to a person who believes that astronauts are weightless when orbiting the Earth, or that a perpetual motion apparatus could be constructed.

Students will apply appropriate quantitative models to real-world problems by being able to explain, for example, how air resistance (friction) would alter the parabolic path of an object or how it would affect the

gas mileage of a moving car when it increase its speed.

Lab: Students will express quantitative information symbolically by understanding the meaning of variables in mathematical equations, graphically by drawing pictures and formulating measurement and summary data tables to represent the contents of lab exercises, in written form by answering questions based on values derived from their experimental measurement, and providing an analysis of lab concepts by incorporating content from the lecture.

Students will interpret, analyze and critique information or a line of reasoning presented by others by providing physical reason to support or critique analyses of others; For example, during the lab exercises the students need to work together and agree on a procedure they will use to take measurements and calculating derived quantities.

Students will apply appropriate quantitative models to real-world problems by being able to explain, for example, how the calculated speed of the projectile in the ballistic pendulum exercise is reasonable. One way to do this is to relate the ballistic pendulum experiment to an earlier 2-D motion lab by noting connections between to two procedures.

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*

Where applicable (in the energy, momentum, thermodynamics sections for example) sustainability and the natural and human worlds, along with ethical reasoning, would be incorporated by having the students use their solutions of problems to apply it to situations they are likely to encounter in their lives. Some non-exhaustive examples of this are 1) The mechanism for why vehicle airbags reduce the number of fatal accidents; 2) Using energy concepts, formulate reasons for the use or non-use of renewable and non-renewable energy sources;

Selected, but sufficient, time would be given for practicing collaboration skills, teamwork and value systems by having students work in classroom groups to determine using physics concepts and then discuss answers to relevant social questions.

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

N/A

E. Supporting Documents (required).

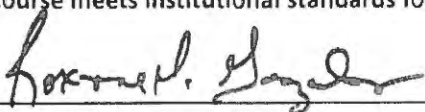
☐ Syllabus Attached ☒ Sample Assessment Attached

F. Assessment (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 meets institutional standards for general education.


Signature of Chief Academic Officer

1/28/19
Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

E. Supporting Documents

Assessment Examples:

Critical Thinking: (Physical Properties as applied to a real-life situation)

Penguin huddling. To withstand the harsh weather of the Antarctic, emperor penguins huddle in groups. Assume that a penguin is a circular cylinder with a top surface area $a = 0.34 \text{ m}^2$ and height $h = 1.1 \text{ m}$. Let Pr be the rate at which an individual penguin radiates energy to the environment (through the top and the sides); thus NPr is the rate at which N identical, well-separated penguins radiate. If the penguins huddle closely to form a *huddled cylinder* with top surface area Na and height h , the cylinder radiates at the rate Ph . If $N = 1000$, (a) what is the value of the fraction Ph/NPr and (b) by what percentage does huddling reduce the total radiation loss?

Lab: Discuss whether the data collected make sense maybe within the uncertainty of the measurements. Compare the theoretical and experimental values obtained, and explain the meaning of the percent difference value. Also answer in this section any questions that are asked in the laboratory handout.

Quantitative Reasoning: (application of definitions and formulae)

A sound wave in a tube is characterized by pressure changes from atmospheric pressure by $\Delta p(x,t) = 1.5 \text{ Pa} \sin[(0.95\pi/\text{m})x - (325\pi/\text{s})t]$. (a) **Which direction** is the wave traveling? (b) **What is** wave's time for one cycle and (c) wavelength? (d) **What is** the wave's speed? (e) **What is** the maximum displacement, s_m , of the air if the density of the air is 1.0 kg/m^3 ?

Lab: Present the results of lab exercise in a summary table with percent difference from a standard or theoretical value.

$$\% \text{ difference} = \frac{| \text{Theory} - \text{Experiment} |}{\text{Theory}} \times 100\%$$

Personal & Social Responsibility: (Using Physics Concepts to be a responsible citizen)

In a hypothetical nuclear fusion reactor, the fuel is deuterium gas at a temperature of $7 \times 10^8 \text{ K}$. If this gas could be used to operate a Carnot engine with $T_L = 100^\circ\text{C}$, what would be the engine's efficiency? Take both temperatures to be exact and report your answer to seven significant figures. Based on the efficiency that you calculated, is production of electricity by nuclear energy justified on efficiency of the process?

A. Institution and Course Information

Name of Institution	New Mexico Highlands University
Department/Program	Computer and Mathematical Sciences/Physics Program
Course Number, Title, Credits	PHYS 1320 Calculus-based Physics 2 + Lab
Co-requisite Course Number and Title, if any	Pre-requisite: PHYS 1310 Calculus-Based Physics 1 + Lab Co-requisite: MATH 252 Calculus 2
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	Joseph Sabutis
Email and Phone Number of Contact Person	jsabutis@countcrow.nmhu.edu (505) 454-3075

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCN5 SLOs for

PHYS 1320 Calculus-Based Physics 2 + Lab

List all learning outcomes that are shared between course sections at your institution.

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

Lecture:

1. Apply the concepts of electric charge, electric field and electric potential to solve problems.
2. Sketch the electric field in the vicinity of point, line, sheet, and spherical distributions of static electric charge.
3. Describe the relationship between electric field and electric potential.
4. Analyze simple DC circuits – Resistors and Capacitors.
5. Sketch the magnetic field in the vicinity of line, ring, sheet, and solenoid distributions of steady current.
6. Calculate the Lorentz force on a moving charge for simple geometries of the Electric and Magnetic fields and use it to analyze the motion of charged particles.

7. Analyze simple AC circuits – Resistors, Capacitors and Inductors.
8. Apply the integral forms of Maxwell's equations (Gauss' and Ampere's Laws).
9. Calculate the energy of electromagnetic fields.
10. Describe the function of simple lenses.
11. Describe interference by a slit and a circular aperture.
12. Describe two - slit interference.
13. Describe how a diffraction grating works and its use in spectroscopic analysis.

Lab:

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

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

N/A

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

The lectures and recitations model problem solving techniques by: 1) Presenting examples of how to identify and gather the information/data necessary to address the problem or question, and in doing so differentiate relevant from irrelevant information; 2) Explaining how to answer a specified problem or question by recasting the problem or question into one that incorporated the identified and gathers data; 3) Having the students check the validity of a conclusion, solution, and/or outcomes that are constant with known and accepted physical laws; and where applicable, 4) Have the students develop a conclusion based on the derived answer to a problem.

These skills will be reinforced by assignment of a mix of homework problem that incorporate all of the above skills and the use of exams and possibly quizzes that properly assess the students' mastery of the skills.

Lab: These skills will be reinforced by having the students report their results in a properly formatted lab report (see supporting documents) that would allow for an assessment of the students' mastery of the concepts.

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

Students will express quantitative information symbolically by understanding the meaning of variables in mathematical equations, graphically by drawing pictures to represent the contents of a problem, by knowing

electric and magnetic lines represent the fields, using ray tracing techniques to find images of object in lensing and mirrored systems, and in written form by answering questions based on their physical and numerical analysis of problems.

Students will interpret, analyze and critique information or a line of reasoning presented by others by providing physical reason to support or critique analyses of others; For example, asking the student to respond to a person who believes that electric and magnetic effect arise from the same phenomenon or how energy is transported by E-M waves.

Students will apply appropriate quantitative models to real-world problems by being able to explain, for example, how current varies with load or explain how eyeglasses could use both diverging and converging lenses.

Lab: Students will express quantitative information symbolically by understanding the meaning of variables in mathematical equations, graphically by drawing pictures and formulating measurement and summary data tables to represent the contents of lab exercises, in written form by answering questions based on values derived from their experimental measurement, and providing an analysis of lab concepts by incorporating content from the lecture.

Students will interpret, analyze and critique information or a line of reasoning presented by others by providing physical reason to support or critique analyses of others; For example, during the lab exercises the students need to work together and agree on a procedure they will use to take measurements and calculating derived quantities.

Students will apply appropriate quantitative models to real-world problems by being able to explain, for example, how the calculated speed of the projectile in the ballistic pendulum exercise is reasonable. One way to do this is to relate the ballistic pendulum experiment to an earlier 2-D motion lab by noting connections between the two procedures.

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*

Where applicable (in the energy, momentum, thermodynamics sections for example) sustainability and the natural and human worlds, along with ethical reasoning, would be incorporated by having the students use their solutions of problems to apply it to situations they are likely to encounter in their lives. Some non-exhaustive examples of this are 1) What kind of lens would help a nearsighted person; 2) Using energy concepts, formulate reasons for the use or non-use of renewable and non-renewable energy sources;

Selected, but sufficient, time would be given for practicing collaboration skills, teamwork and value systems by having students work in classroom groups to determine using physics concepts and then discuss answers to relevant social questions.

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

N/A

E. Supporting Documents (required).

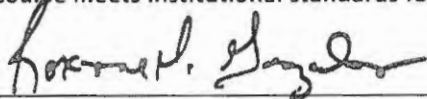
☐ Syllabus Attached ☒ Sample Assessment Attached

F. Assessment (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 meets institutional standards for general education.



Signature of Chief Academic Officer

1/28/19

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

E. Supporting Documents

Assessment Examples:

Critical Thinking: (Physical Properties as applied to a real-life situation)

The eyeglass lens shown to the right creates an image of a far away object 12 cm from the person's eye. **Is this** a converging or diverging lens? **Is the** person nearsighted or farsighted?



Lab: Discuss whether the data collected make sense maybe within the uncertainty of the measurements. Compare the theoretical and experimental values obtained, and explain the meaning of the percent difference value. Also answer in this section any questions that are asked in the laboratory handout.

Quantitative Reasoning: (application of definitions and formulae)

The magnetic field for an electro-magnetic wave is

$$\vec{B}(x,t) = 2 \text{ nT} \cos(2.51 \times 10^{15} t - 8.37 \times 10^9 x) \hat{j}.$$

- Convince** yourself that this wave is traveling in the +x-direction. **What** shows the traveling direction?
- Calculate** the frequency, wavelength and speed of this wave.
- Using $2 \text{ nT} = 2 \times 10^{-9} \text{ T}$, **derive** an expression for the wave's electric field $\vec{E}(x,t)$ - Please include the direction of the electric field.
- Calculate** the Poynting vector for this E-M wave.

Lab: Present the results of lab exercise in a summary table with percent difference from a standard or theoretical value.

$$\% \text{ difference} = \frac{| \text{Theory} - \text{Experiment} |}{\text{Theory}} \times 100\%$$

Personal & Social Responsibility: (Using Physics Concepts to be a responsible citizen)

The chocolate crumb mystery. Explosions ignited by electrostatic discharges (sparks) constitute a serious danger in facilities handling grain or powder. Such an explosion occurred in chocolate crumb powder at a biscuit factory in the 1970s. Workers usually emptied newly delivered sacks of the powder into a loading bin, from which it was blown through electrically grounded plastic pipes to a silo for storage. Somewhere along this route, two conditions for an explosion were met: (1) The magnitude of an electric field became $3.0 \times 10^6 \text{ N/C}$ or greater, so that electrical breakdown and thus sparking could occur. (2) The energy of a spark was 150 mJ or greater so that it could ignite the powder explosively. Let us check for the first condition in the powder flow through the plastic pipes. Suppose a stream of *negatively* charged powder was blown through a cylindrical pipe of radius $R = 5.0 \text{ cm}$. Assume that the powder and its charge were spread uniformly through the pipe with a volume charge density ρ . (a) Using Gauss' law, find an expression for the magnitude of the electric field in the pipe as a function of radial distance r from the pipe center. (b) Does E increase or decrease with increasing r ? (c) Is directed radially inward or outward? (d) For $\rho = 1.1 \times 10^{-3} \text{ C/m}^3$ (a

typical value at the factory), find the maximum E and determine where that maximum field occurs.
(c) Could sparking occur, and if so, where?

NEW MEXICO HIGHER EDUCATION DEPARTMENT

SUSANA MARTINEZ
GOVERNOR



DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	New Mexico State University
Department	Physics
Course Number, Title, Credits	PHYS 215G and PHYS 215GL, General Physics I and General Physics I Laboratory, 4 credits
Co-requisite Course Number and Title, if any	None
Is this application for your system (ENMU, NMSU, & UNM)?	NMSU
Name and Title of Contact Person	Michael DeAntonio, College Professor, Physics
Email and Phone Number of Contact Person	mdeanton@nmsu.edu , 575-646-3707

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

PHYS 1310G, PHYS 1310L; Calculus-Based Physics I, Calculus-Based Physics I Laboratory

List all learning outcomes that are shared between course sections at your institution.

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

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

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

1. Describe the relationships among position, velocity, and acceleration as functions of time.
2. Use the equations of kinematics to describe motion under constant acceleration.
3. Analyze linear motion using Newton's laws, force, and linear momentum
4. Analyze rotational motion using torque and angular momentum
5. Analyze motion using work and energy.

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

1. Develop a reasonable hypothesis.
2. Work effectively as part of a team.
3. Take measurements and record measured quantities to the appropriate precision.
4. Estimate error sources in experimental techniques.
5. Apply appropriate methods of analysis to raw data, including using graphical and statistical methods via computer-based tools.
6. Determine whether results and conclusions are reasonable.
7. Present experimental results in written form in appropriate style and depth.
8. Experience the relationship between theory and experiment.

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Although Physics 211G/211GL and 215G/215GL differ from one another in their mathematical requirements (211 used algebra only whereas 215 uses calculus as well), the material covered and SLOs are sufficiently similar that they produce a very similar General Education assessment. Therefore, you will find similar or identical assessment or critical skills for both sets of courses.

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 the outcomes of the first essential skill. 200 – 300 words.

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

To develop critical thinking skills in this course, students will

1. Complete laboratory reports in the lab portion of the course wherein they will develop the ability to express

quantitate information symbolically, graphically and in written language. (Communication/Representation of Quantitative Information)

2. Complete at least two graded peer assessments of the laboratory reports to interpret, analyze and critique information by others. (Analysis of Quantitative Arguments)

3. Participate in a cumulative lab practical as part of the final exam for the laboratory. This practical consists of presenting the students with a set of devices and instruments, asking the students to determine basic physical principles that can be tested with the device and performing and analyzing the results of these tests. (Application of Quantitative Models)

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

To develop quantitative reasoning skills in this course, students will

1. Participate in a cumulative lab practical as part of the final exam for the laboratory. This practical consists of presenting the students with a set of devices and instruments, asking the students to determine basic physical principles that can be tested with the device and performing and analyzing the results of these tests. (Problem Setting)

2. Use the knowledge taught in the lecture and laboratory portions of the class to address and solve specific problems within physics. (Evidence Acquisition)

3. Read an article about unethical behavior in science to evaluate evidence/data for credibility (e.g. bias, reliability, validity), probable truth, and relevance to a situation. The article will then be the subject of team discussion between students followed by an instructor-led discussion in the lectures and/or laboratory portion of the class. An essay will then be assigned for the individual students to complete and assessment done using a grading rubric. The essay will ask the students to give specific examples of error/fraud and the rubric will measure the specificity and relevance of their work. This will assess the ability of the students to recognize and mitigate unethical behavior in their own work and others. The assessment will help guide the instructors to new ways of discussing ethics in science and aid them in explaining ethical behavior to the students. (Evidence Evaluation)

4. Students will evaluate certain problems within the lecture and/or laboratory portion of the class for their physical validity to learn to develop conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation. (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*

To develop quantitative reasoning skills in this course, students will

1. Read an article about unethical behavior in science to evaluate evidence/data for credibility (e.g. bias, reliability, validity), probable truth, and relevance to a situation to evaluate ethical reasoning. The article will then be the subject of team discussion between students followed by an instructor-led discussion in the lectures and/or laboratory portion of the class. An essay will then be assigned for the individual students to complete and assessment done using a grading rubric. The essay will ask the students to give specific examples of error/fraud and the rubric will measure the specificity and relevance of their work.

This will assess the ability of the students to recognize and mitigate unethical behavior in their own work and others. The assessment will help guide the instructors to new ways of discussing ethics in science and aid them in explaining ethical behavior to the students. (Ethical Reasoning)

2. The students will work on assignments as part of a team in both the lecture and laboratory portion of the class. The teams will be assigned or randomized to create interaction with other students that are not a part of their current cultural and social network. (Collaborative Skills, Teamwork and Value Systems)

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

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

E. Supporting Documents

☒ **Sample Course Rubric Attached** (recommended) ☒ **Sample Assessment Attached** (required)

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

Link to Institution's General Education Assessment Plan Click here to enter text.

This course meets institutional standards for general education.

April C. Mason
Signature of Chief Academic Officer

25 Jan 19
Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

As a sample assignment, the following assignment and grading rubric is given in the laboratory portion of the class and covers the following skills.

1. Quantitative Reasoning

Reasoning/Conclusion

2. Personal and Social Responsibility

Ethical Reasoning

Collaborative Skills, Teamwork and Value Systems

Ethics in Science Lab

Read Fang, Steen and Casadevall, **Misconduct Accounts for the Majority of Retracted Scientific Publications**, *Proceedings of the National Academy of Sciences* 109, 2012, 17028-17033.

Discuss with the other students in your team the various types of misconduct and error, how these affect others inside and outside the scientific community.

You will be given one article for your team from Table 3 of **Misconduct Accounts for the Majority of Retracted Scientific Publications**. For the article you are given, the team should discuss the ramifications of the misconduct or error.

Your instructor will lead you in a discussion of the type of fraud in the article at your table and further ramifications of that fraud both inside and outside the scientific community. The instructor will also ask each table for other examples of fraud or error that you have experienced or heard in the news.

For next week, write an essay where you cite another example of misconduct or error and explain its ramifications inside and outside the scientific community. You will be graded using the following rubric.

	Emerging	Developing	Proficient
Specificity	Students describe a broad category of misconduct or error but give no specific examples.	Students give specific examples but do not address the ramifications of the misconduct or error.	Students give specific examples and address the ramifications.
Relevance	Students cite an example that is outside of science or not misconduct/error.	Students cite a scientific example that is not misconduct or error.	Students cite a scientific example that is a good sample of misconduct or error.

Misconduct accounts for the majority of retracted scientific publications

Ferric C. Fang^{a,b,1}, R. Grant Steen^{c,1}, and Arturo Casadevall^{d,1,2}

Departments of ^aLaboratory Medicine and ^bMicrobiology, University of Washington School of Medicine, Seattle, WA 98195; ^cMediCC! Medical Communications Consultants, Chapel Hill, NC 27517; and ^dDepartment of Microbiology and Immunology, Albert Einstein College of Medicine, Bronx, NY 10461

Edited by Thomas Shenk, Princeton University, Princeton, NJ, and approved September 6, 2012 (received for review July 18, 2012)

A detailed review of all 2,047 biomedical and life-science research articles indexed by PubMed as retracted on May 3, 2012 revealed that only 21.3% of retractions were attributable to error. In contrast, 67.4% of retractions were attributable to misconduct, including fraud or suspected fraud (43.4%), duplicate publication (14.2%), and plagiarism (9.8%). Incomplete, uninformative or misleading retraction announcements have led to a previous underestimation of the role of fraud in the ongoing retraction epidemic. The percentage of scientific articles retracted because of fraud has increased ~10-fold since 1975. Retractions exhibit distinctive temporal and geographic patterns that may reveal underlying causes.

bibliometric analysis | biomedical publishing | ethics | research misconduct

The number and frequency of retracted publications are important indicators of the health of the scientific enterprise, because retracted articles represent unequivocal evidence of project failure, irrespective of the cause. Hence, retractions are worthy of rigorous and systematic study. The retraction of flawed publications corrects the scientific literature and also provides insights into the scientific process. However, the rising frequency of retractions has recently elicited concern (1, 2). Studies of selected retracted articles have suggested that error is more common than fraud as a cause of retraction (3–5) and that rates of retraction correlate with journal-impact factor (6). We undertook a comprehensive analysis of all retracted articles indexed by PubMed to ascertain the validity of the earlier findings. Retracted articles were classified according to whether the cause of retraction was documented fraud (data falsification or fabrication), suspected fraud, plagiarism, duplicate publication, error, unknown, or other reasons (e.g., journal error, authorship dispute).

Results

Causes of Retraction. PubMed references more than 25 million articles relating primarily to biomedical research published since the 1940s. A comprehensive search of the PubMed database in May 2012 identified 2,047 retracted articles, with the earliest retracted article published in 1973 and retracted in 1977. Hence, retraction is a relatively recent development in the biomedical scientific literature, although retractable offenses are not necessarily new. To understand the reasons for retraction, we consulted reports from the Office of Research Integrity and other published resources (7, 8), in addition to the retraction announcements in scientific journals. Use of these additional sources of information resulted in the reclassification of 118 of 742 (15.9%) retractions in an earlier study (4) from error to fraud. A list of 158 articles for which the cause of retraction was reclassified because of consultation of secondary sources is provided in Table S1. For example, a retraction announcement in *Biochemical and Biophysical Research Communications* reported that “results were derived from experiments that were found to have flaws in methodological execution and data analysis,” giving the impression of error (9). However, an investigation of this article conducted by Harvard University and reported to the Office of Research Integrity indicated that “many instances of data fabrication and falsification were found” (10). In another example, a retraction notice

published by the authors of a manuscript in the *Journal of Cell Biology* stated that “In follow-up experiments . . . we have shown that the lack of FOXO1a expression reported in figure 1 is not correct” (11). A subsequent report from the Office of Research Integrity states that the first author committed “research misconduct by knowingly and intentionally falsely reporting . . . that FOXO1a was not expressed . . . by selecting a specific FOXO1a immunoblot to show the desired result” (12). In contrast to earlier studies, we found that the majority of retracted articles were retracted because of some form of misconduct, with only 21.3% retracted because of error. The most common reason for retraction was fraud or suspected fraud (43.4%), with additional articles retracted because of duplicate publication (14.2%) or plagiarism (9.8%). Miscellaneous reasons or unknown causes accounted for the remainder. Thus, for articles in which the reason for retraction is known, three-quarters were retracted because of misconduct or suspected misconduct, and only one-quarter was retracted for error.

Temporal Trends. A marked recent rise in the frequency of retraction was confirmed (2, 13), but was not uniform among the various causes of retraction (Fig. 1A). A discernible rise in retractions because of fraud or error was first evident in the 1990s, with a subsequent dramatic rise in retractions attributable to fraud occurring during the last decade. A more modest increase in retractions because of error was observed, and increasing retractions because of plagiarism and duplicate publication are a recent phenomenon, seen only since 2005. The recent increase in retractions for fraud cannot be attributed solely to an increase in the number of research publications: retractions for fraud or suspected fraud as a percentage of total articles have increased nearly 10-fold since 1975 (Fig. 1B).

Geographic Origin and Impact Factor. Retracted articles were authored in 56 countries, and geographic origin was found to vary according to the cause for retraction (Fig. 2). The United States, Germany, Japan, and China accounted for three-quarters of retractions because of fraud or suspected fraud. China and India collectively accounted for more cases of plagiarism than the United States, and duplicate publication exhibited a pattern similar to that of plagiarism. The relationship between journal impact factor and retraction rate was also found to vary with the cause of retraction. Journal-impact factor showed a highly significant correlation with retractions because of fraud or error but not with those because of plagiarism or duplicate publication (Fig. 3A–C). Moreover, the mean impact factors of journals retracting articles

Author contributions: F.C.F., R.G.S., and A.C. designed research, performed research, analyzed data, and wrote the paper.

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¹F.C.F., R.G.S., and A.C. contributed equally to this work.

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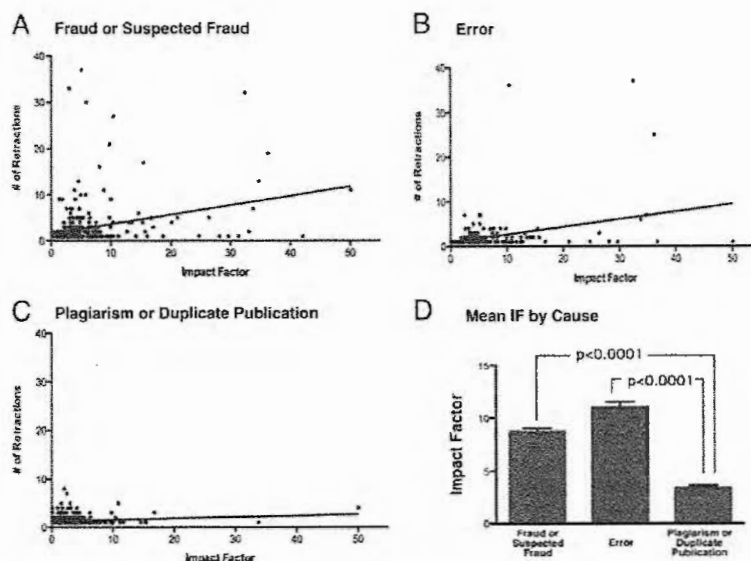


Fig. 3. Relation of journal-impact factor to retractions for fraud or suspected fraud, error, and plagiarism, or duplicate publication. Journal-impact factor showed a highly significant correlation with the number of retractions for fraud or suspected fraud (*A*) ($n = 889$ articles in 324 journals, $R^2 = 0.08664$, $P < 0.0001$) and error (*B*) ($n = 437$ articles in 218 journals, $R^2 = 0.1142$, $P < 0.0001$), and a slight correlation with the number of retractions for plagiarism or duplicate publication (*C*) ($n = 490$ articles in 357 journals, $R^2 = 0.01420$, $P = 0.0243$). The mean journal-impact factor of articles retracted because of fraud/suspected fraud or error was significantly different from that of papers retracted because of plagiarism or duplicate publication (*D*) (error bars \pm SEM, $P < 0.0001$).

of Research Integrity, *Retraction Watch*, news media, and other public records. The US Office of Research Integrity was formed in 1992 and is charged with the oversight of misconduct allegations involving federally sponsored research. As the consideration of secondary sources led to changes in the perceived cause of retraction in 158 instances (Table S1), we conclude that for many retractions, the retraction notice is insufficient to ascertain the true cause of a retraction.

We further note that not all articles suspected of fraud have been retracted. The *Lancet* and *British Medical Journal* expressed serious reservations about the validity of the Indo-Mediterranean Diet Heart Study after the primary author was unable to present original records to document ethics review and informed consent (18, 19), yet the original articles have not been retracted (20, 21). Several articles authored by Mark Spector when he was working in the laboratory of Efraim Racker remain in the literature (22, 23), despite documentation that Spector committed data fabrication (24). R. K. Chandra was found to have committed fraud in the performance of clinical trials, but only a single article was retracted (25), even though considerable evidence was obtained to suggest that other publications were also fraudulent (26). Therefore, the current number of articles retracted because of fraud represents an underestimation of the actual number of fraudulent articles in the literature.

Although some retraction announcements are specific and detailed, many are uninformative or opaque. In 119 instances, no information regarding the reason for retraction was provided by the journal. Announcements are often written by the authors of the retracted article themselves (27), who may be understandably reluctant to implicate themselves in misconduct. Furthermore, investigation of suspected misconduct is a lengthy process, and retraction notices are frequently made before the full results of investigations are available. Among 285 investigations concluded by the Office of Research Integrity from 2001 to 2010, the length of investigation averaged 20.48 mo in duration and ranged up to more than 9 y (28). Policies regarding retraction announcements vary widely among journals, and some, such as the *Journal of Biological*

Chemistry, routinely decline to provide any explanation for retraction. These factors have contributed to the systematic underestimation of the role of misconduct and the overestimation of the role of error in retractions (3, 4), and speak to the need for uniform standards regarding retraction notices (5).

Differences in the temporal and geographic patterns of retraction according to cause (Figs. 1*A* and 2) militate against a simple explanation for retractions. One factor is the increased detection of misconduct. The first discernible increase in retractions followed the formation of the Office of Scientific Integrity (the predecessor of the Office of Research Integrity) and passage of the Whistleblower Protection Act in 1989. The recent increase in the incidence of retractions and the differing patterns by region (Fig. 2) argue that incentives may vary with the type of misconduct. Most articles retracted for fraud have originated in countries with longstanding research traditions (e.g., United States, Germany, Japan) and are particularly problematic for high-impact journals. In contrast, plagiarism and duplicate publication often arise from countries that lack a longstanding research tradition, and such infractions often are associated with lower-impact journals (Fig. 3 and Table 1). A highly significant correlation was found between the journal-impact factor and the number of retractions for fraud or suspected fraud and error (Fig. 3*A* and *B*); the mean impact factor was found to be significantly higher for articles retracted for fraud, suspected fraud, or error, compared with those retracted for plagiarism or duplicate publication (Fig. 3*D*). An association between impact factor and retraction for fraud or error has been noted previously (4, 6, 29, 30). This finding may reflect the greater scrutiny accorded to articles in high-impact journals and the greater uncertainty associated with cutting-edge research. Alternatively, the disproportionately high payoffs to scientists for publication in prestigious venues can be an incentive to perform work with excessive haste (31) or to engage in unethical practices (4). The modest correlation between impact factor and time-to-retraction argues against an explanation based on increased scrutiny alone, but the higher proportion of fraud in highly

Table 2. Mean time-to-retraction by category

Cause of retraction	n	Months to retract (Mean)	SD
All causes*	2,047	32.9	34.2
Fraud (fabrication/falsification)	697	46.8	38.4
Suspected fraud	192	29.4	30.0
Plagiarism	200	26.0	32.6
Duplicate publication	290	27.0	30.1
Error	437	26.0	28.0
Other	108	19.8	31.1
Unknown	182	22.1	25.4

*Some articles fall into more than one category.

between time-to-retraction and impact factor (Fig. 4B) suggests that the greater visibility and enhanced scrutiny of high-impact journals may contribute to more rapid retraction of fraudulent papers by these journals, although the effect appears to be quite modest.

Most articles by authors with large numbers of retractions (Table S2) were retracted because of misconduct, and these include some of the most notorious cases in the history of research ethics. The Mori case (Fig. S2) demonstrates that fraudulent articles can go undetected for many years. Such cases may be revealed only fortuitously when exposed by an attentive reviewer or whistleblower (40). Twelve of Mori's retracted articles had been in the literature for 5 y or more, demonstrating that the impact of serial retractions on the average time-to-retraction can be substantial.

In conclusion, a comprehensive review of 2,047 articles retracted from the biomedical literature reveals that misconduct has played a more prominent role than previously appreciated. Our findings underscore the importance of vigilance by reviewers, editors, and readers, and investigations by institutions, government agencies, and journalists in identifying and documenting research misconduct. Furthermore, our findings suggest a need for increased attention to ethics in the training of scientists. However, this attention alone is unlikely to be successful in curbing poor research practices.

The rise in the rate of retractions raises concern about the health of the scientific enterprise itself (32). Although articles

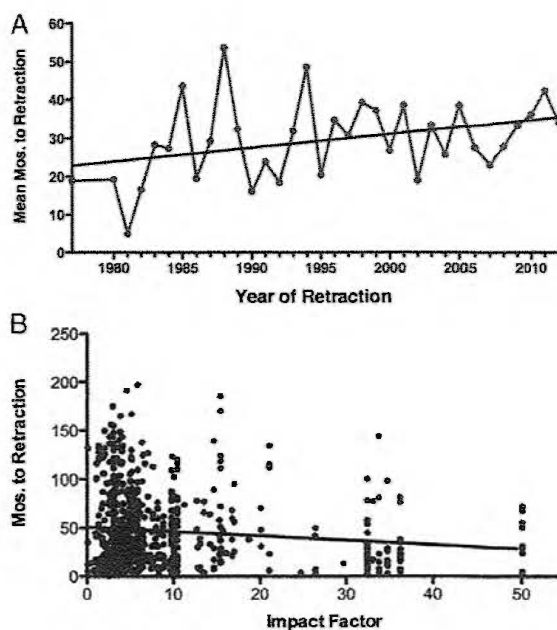


Fig. 4. (A) Time-to-retraction as a function of year of retraction. $R^2 = 0.1236$, $P = 0.0414$. (B) Time-to-retraction as a function of impact factor. Journal-impact factor correlated inversely with time-to-retraction for articles retracted because of fraud ($n = 697$, $R^2 = 0.01441$, $P = 0.0015$) but not other causes.

retracted because of fraud represent a very small percentage of the scientific literature (Fig. 1B), it is important to recognize that: (i) only a fraction of fraudulent articles are retracted; (ii) there are other more common sources of unreliability in the literature (41–44); (iii) misconduct risks damaging the credibility of science; and (iv) fraud may be a sign of underlying counterproductive incentives that influence scientists (45, 46). A better

Table 3. Most cited retracted articles

First author	Journal	Year published	Year retracted	Times cited*	Reason for retraction
Wakefield	<i>Lancet</i>	1998	2004; 2010	758	Fraud
Reyes	<i>Blood</i>	2001	2009	740	Error
Fukuhara	<i>Science</i>	2005	2007	686	Error
Nakao	<i>Lancet</i>	2003	2009	626	Fraud
Chang	<i>Science</i>	2001	2006	512	Error
Kugler	<i>Nature Medicine</i>	2000	2003	494	Fraud
Rubio	<i>Cancer Research</i>	2005	2010	457	Error
Gowen	<i>Science</i>	1998	2003	395	Fraud
Makarova	<i>Nature</i>	2001	2006	375	Error
Hwang	<i>Science</i>	2004	2006	368	Fraud
Potti	<i>The New England Journal of Medicine</i>	2006	2011	361	Fraud
Brugger	<i>The New England Journal of Medicine</i>	1995	2001	336	Fraud
Van Parijs	<i>Immunity</i>	1999	2009	330	Fraud
Potti	<i>Nature Medicine</i>	2006	2011	328	Fraud
Schön	<i>Science</i>	2000	2002	297	Fraud
Chiu	<i>Nature</i>	2005	2010	281	Error
Cooper	<i>Science</i>	1997	2005	264	Fraud
Le Page	<i>Cell</i>	2000	2005	262	Error
Kawasaki	<i>Nature</i>	2004	2006	243	Fraud
Hwang	<i>Science</i>	2005	2006	234	Error

*As of June 22, 2012.

General Education : Area IV Social & Behavioral Sciences

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	Anthropology
Course Number, Title, Credits	ANTH 1115: Introduction to Anthropology (3 credits)
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Jessica Craig, discipline coordinator for Anthropology
Email and Phone Number of Contact Person	Jcraig15@cnm.edu 505-224-4000 x50322

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

ANTH 1115: Introduction to Archaeology

List all learning outcomes that are shared between course sections at your institution.

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

1. Describe and summarize terms, approaches, and cultural and biological adaptations in the four subfields of anthropology. 2. Explain and analyze conceptual and ethical arguments in the four subfields of anthropology. 3.

Effectively communicate content, perspectives, and ideas in four subfields of anthropology. 4. Critically evaluate sources, approaches, and arguments in the four subfields of anthropology.

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

Poster Project: This assignment requires that students create a poster presentation that provides visual and textual information about an anthropological theme of their choosing. They are asked to first identify a theme and find three academic articles that directly address that theme. Their theme and sources, which helps students become aware of the genre and medium of Anthropological research, are then reviewed and approved by the instructor. For the poster, students need to critically evaluate the articles themselves and then integrate them into one unified presentation, aiding in students' application of various communication within Anthropology. They are then asked to present their poster to the class and field questions about their research, as one might do at an academic conference, displaying students' understanding and evaluation of the articles' messages. This puts them in the role of teacher – as such, their language use and the construction of the poster in general needs to be appropriate for freshmen/sophomore-level college students. Their sources should be listed somewhere on the poster in proper citation format (e.g. – MLA).

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

Poster Project: This assignment requires that students critically evaluate three academic articles and use the information they gather to address their central theme. In their reading and interpretation of each article, they are asked to evaluate the validity of the authors' interpretations based on the data provided. The guidelines of the assignment stipulate that one box in their poster provides a critique of one article or aspect of one article they used in their research. Students also need to synthesize the information they've learned to reach some kind of conclusion about both the theme itself and the nature of anthropological research on that theme. Within these conclusions, they need to make suggestions on other research or future research that would complement the investigations they've addressed in their poster.

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

n/a

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

Applying Anthropology Project: The Applying Anthropology Project asks students to go out and do first hand field research in either linguistic or cultural anthropology and type up their findings in a short paper. On the day the papers are due, students are broken into small groups (based on the project they chose) and they have discussions about their experience. They are asked to collaborate to come up with three universal/shared takeaways from this project. The

two projects are: 1. Oral History Project (linguistic anthropology): For this assignment, students are asked to interview someone who has a distinct background from their own (e.g. – from another country, another generation, etc...) and ask them about an experience that was pivotal in their lives. In preparation for this assignment, we watch oral history interviews in class and discuss the use of intercultural sensitivity and reasoning by the interviewer – this helps prepare students to employ these tools during their own interview. Students are also trained in addressing issues of confidentiality, and in writing and presenting informed consent documents to their subjects. As such, they gain insight into ethical issues surrounding linguistic fieldwork. These interviews yield a wide range of interesting and moving stories, many of which are related to issues of personal and social justice. 2. Doing Ethnography Project (cultural anthropology): For this assignment students are asked to attend a ceremony or religious event that is unfamiliar to them (for example, if a given student was raised Catholic, I ask them to attend a synagogue, mosque). They take careful field notes based on their observations during the event and in their paper they are asked to deconstruct what they've observed and describe the event through a detached anthropological lens. This assignment trains students to apply ethical reasoning in anthropological fieldwork. It also fosters greater cultural awareness and a broader sense of both their local community and the global world.

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

n/a

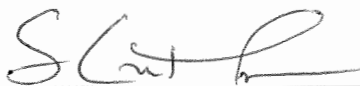
E. Supporting Documents

☒ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

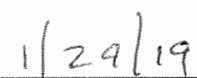
F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Anth 1101: Applying Anthropology Project
Due in class on Thursday, 11/29

For this project I am asking you to actually “do” anthropology. This assignment has three parts. The first is an actual experience in which you document and make observations about that experience. The second is writing a 700-800 word paper that describes, discusses, and summarizes that experience. The third is a collaborative group discussion.

Part 1:

Collecting your data:

1. Conduct an interview in which you collect an oral history from someone. You will need to take careful notes or record the interview.
2. Attend a ritual or ceremony as an observer (not a participant). You will make observations and take detailed notes during the event. You may take photos, but only with permission and if it's appropriate.

****More detailed descriptions of these projects are available on Blackboard – MAKE SURE you carefully read through both project descriptions before choosing one.**

Part 2:

Writing your paper: You will need to write a 700-800 word, double-spaced paper (1 inch margins, Times New Roman) and turn a paper copy in during class on **Thursday, 11/29**. You do NOT need to hand in your notes for any of the projects. Photos (if applicable) should be embedded right into your paper. The penalty for late papers is 10 points (or one letter grade) per day.

Part 3:

In class discussion and reflection – on **Thursday, 11/29** you will have an opportunity to discuss and reflect on your experience in small groups. You will be broken into groups of four or five based on the project you chose. You should summarize for each other what you learned, how you felt about the experience, what you gained, etc... Your group will then agree on three takeaways, benefits, or downsides to doing what you did for this assignment and hand in a written document explaining what you agreed upon. Note: if you do not have your paper on this day then you cannot participate in the group discussion.

Anth 1115 Applying Anthropology Assignment: Oral History Project

Oral history is the systematic collection of living people's testimony about their own experiences. Writing is only a few thousand years old so for most of human existence, culture has been passed down through spoken language. Linguistic anthropologists have recognized that the memories of everyday people, not just the rich and powerful, have historical importance. If those stories are not collected, they can disappear. For this project, you will interview someone you know (a friend/family member/coworker) and collect an oral history.

The interview should be about an event or events in the interviewee's life – do NOT try to get their whole life story, you want details about particular moments/important events. **Pick a person that is familiar with a time and place that you are not**, e.g. - someone a generation or two older than you and/or someone who was born and raised in a country (or even part of the US) you are not familiar with.

Informed Consent: Make sure to get informed consent from the interviewee before you begin. This is a VERY important step when working with human subjects. Bring TWO copies of the Informed Consent document to your interview – one is for your subject and the other you will hand in with your paper. Have them read the statement and sign it. Your subject may choose to remain anonymous – that is fine, but you should still fill out the top portion of both forms and hand one in with your paper. Make sure to put your contact info in the space provided. The informed consent document is available on Blackboard should you need another copy of it.

Documenting the Interview: If you have a recording device, you might consider recording the interview with the permission of your subject—that way you can transcribe the text later and you don't have to be feverishly writing during the interview. There are free apps you can put on your phone – I have one called Recorder. Alternatively, you can take VERY DETAILED notes during the interview – just make sure to stop the interview in between questions so you can write and don't hesitate to have the interviewee repeat aspects of the story if need be.

You will need to include THREE direct quotes from your interviewee – these quotes should each be about 2-3 sentences long. (If you are taking notes and not recording, make sure to get these at the time of the interview.)

Here are some tips for your interview.

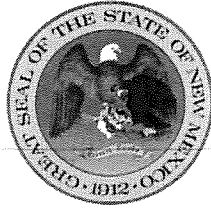
1. Have a list of questions prepared, but be flexible with them.
2. Ask them if you can use their name or if they would rather remain anonymous.
3. Let them know what the project is and what you are looking to learn. Start off with a general question, like "Can you think of an event or events that were particularly significant, funny, interesting, life-changing, etc..." You can tailor this question however you like, but keep it broad.
4. Actively listen (nod, make eye contact, let them know you are listening).
5. Speak one at a time. Ask one question at a time.
6. Allow silence. Give the interviewee time to think.
7. Follow up your current question thoroughly before moving to the next.
8. Usually ask questions open enough to get "essay" answers unless you are looking for specific short-answer "facts."
9. Start with less probing questions. Ask more probing questions later in the interview.
10. Wrap up the interview with lighter talk. Do not drop the interviewee abruptly after an intense interview.
11. Be aware of and sensitive to the psychological forces at work during the interview.
12. You are welcome to include a photo(s), but only with permission from the interviewee.
13. Thank the interviewee. Offer to give your interviewee a copy of your final project.

Writing it up: Make sure you explain who the person is and why you chose that person. Remember if you chose to keep their identity confidential to honor that. Your project should be a detailed summary of the event or events that were described to you during the interview. Keep in mind that you do not need to cover the extent of the interview – you may want to choose a particular aspect of it and focus on that. Make sure to include three direct quotes (each about 2-3 sentences long) of your interviewee. This is really key in incorporating their “voice” into the oral history.

Anth 1115: Applying Anthropology Grading Sheet

Name: _____		Date: _____		Discussion Grade: _____	
Criteria	weight	Exemplary	Effective	Minimal	Unsatisfactory
Discussion and Reflection	20%	<input type="checkbox"/> Contributed to discussion by thoroughly sharing their experience <input type="checkbox"/> Was a leader in engaging others in group discussion by inviting their comments <input type="checkbox"/> Positive, cooperative attitude during discussion <input type="checkbox"/> Worked collaboratively to agree on three takeaways	<input type="checkbox"/> Contributed to discussion by sharing some of their experience <input type="checkbox"/> Engaged others in group discussion by inviting their comments <input type="checkbox"/> Somewhat positive and cooperative during discussion <input type="checkbox"/> Worked somewhat collaboratively to agree on three takeaways	<input type="checkbox"/> Occasionally contributed to discussion by sharing their experience <input type="checkbox"/> Sometimes engaged others in group discussion <input type="checkbox"/> Somewhat negative during discussion <input type="checkbox"/> Did not collaborate with their group very well	<input type="checkbox"/> Failed to contribute to discussion <input type="checkbox"/> Failed to invite comment/opinions from other students <input type="checkbox"/> Failed to collaborate with their group
Paper	70%	<input type="checkbox"/> Very well-written (no grammatical errors) <input type="checkbox"/> Great description of the event/interview <input type="checkbox"/> Excelled at addressing all points of the assignment	<input type="checkbox"/> Well-written (only a few grammatical errors) <input type="checkbox"/> Good description of the event/interview <input type="checkbox"/> Addressed most of the points of the assignment	<input type="checkbox"/> Quality of writing/grammar was acceptable <input type="checkbox"/> Acceptable descriptions of event/interview, but more detail needed <input type="checkbox"/> Addressed some of the points of the assignment	<input type="checkbox"/> Poorly writing (many grammatical mistakes) <input type="checkbox"/> Lots more description/detail of the event/interview needed <input type="checkbox"/> Many points of the assignment were not addressed
Quantity of Event or Person Chosen	10%	<input type="checkbox"/> Event: Clearly an unfamiliar experience for you – great level of detachment in your descriptions <input type="checkbox"/> Person Interviewed: had a very different background than you	<input type="checkbox"/> Event: A somewhat unfamiliar experience for you, but you were not always detached in your descriptions of it <input type="checkbox"/> Person Interviewed: had a somewhat different background than you	<input type="checkbox"/> Event: This event was pretty familiar to you, as is suggested by your descriptions of it and your level of detachment <input type="checkbox"/> Person Interviewed: had a fairly similar background to your own	<input type="checkbox"/> Event: This event was clearly a very familiar one for you – you lack detachment in your descriptions of it <input type="checkbox"/> Person Interviewed: had a background that was far too similar to your own

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	Anthropology
Course Number, Title, Credits	ANTH 1135: Introduction to Biological Anthropology (3 credits)
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Jessica Craig, discipline coordinator for Anthropology
Email and Phone Number of Contact Person	Jcraig15@cnm.edu 505-224-4000 x50322

Was this course previously part of the general education curriculum?

☐ Yes ☒ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

ANTH 1135: Introduction to Biological Anthropology

List all learning outcomes that are shared between course sections at your institution.

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. Summarize the basic principles of evolution and recognize how they apply to the human species. 2. Recognize the biological and behavioral continuity of humans with all life, and especially other modern primate species. 3. Identify

ways in which the human species is biologically and behaviorally unique. 4. Summarize fossil evidence for human evolution. 5. Distinguish the major Paleolithic industries and outline the behavioral and cognitive changes indicated by the fossil and archeological evidence. 6. Critically evaluate popular accounts of human variation and human evolution. 7. Interpret modern human dilemmas (e.g., overpopulation, co-evolution of disease, and genetic engineering) from an evolutionary perspective. 8. Discuss in class and analyze in writing scholarly arguments concerning course concepts.

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

Article Discussions: Several times per semester, students are required to read academic articles before class that center on the given theme for that week in the course (e.g. – evolution, genetics). In class, students are broken into small groups and each group is given a list of guided discussion questions – the students work collaboratively to compose thorough and thoughtful responses to each question during class time. The questions require them to work together to deconstruct the article, paying attention to the genre and medium of academic writing in Anthropology. The questions also ask them to describe and evaluate the article’s message by identifying supporting evidence, addressing the overall theoretical approach of the piece, and discussing the argument of the author. Their collaborative work is submitted in writing at the end of class. Article Discussions require students to communicate both orally and in writing (see attached). These assignments also ask students to apply what they’ve read in a variety of ways – from the factual to the theoretical to the practical.

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

Article Discussions: The series of assignments addressed above require that students think critically about and reflect on what they’ve read. Before students break into groups, they are individually assessed on what they’ve read via a short quiz that covers the thesis and the main points of the article. In groups, students critically evaluate the article by understanding the criteria for the argument and how the article acquired its evidence (e.g.—academic research, field research). Students critique the article as a group, addressing the strengths and weaknesses of its evidence, reasoning and conclusions. For example, in the attached assignment students are asked to identify the thesis, the data set, and the methods employed in collecting the data. They are then asked to discuss and articulate whether the group agrees with the authors’ conclusions and why. In this way, these assignments are training students on how to deconstruct, analyze, and critique scholarly articles.

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

n/a

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

Article Discussions: the articles used for these assignments address both biological phenomena and their social implications – such is the holistic nature of anthropology. As such, one goal of these assignments is introduce students to diverse biological phenomena and cultural behaviors around the world. For example, in the attached assignment, students work collaboratively in groups to explore the relationship between body image and television consumption in Nicaragua. In order to effectively participate they not only have to carefully review the article, but they also need to have a grasp on gender identities and social pressures. Additionally, students are asked in this assignment to reflect similar phenomena in the US, which enables them to participate in collaborative civic discourse on these issues both at the local and global level. The articles used for these discussion assignments are selected such that they educate students on research and methods in biological anthropology, while also addressing a wide range of social and ethical issues, including genetic engineering, HIV/AIDS research, and the implications of DNA-based migration scenarios on indigenous origin stories. Through these articles, along with the written group work and discussions that accompany them, students in the course acquire intercultural awareness and sensitivity about the natural and human worlds. The discussion about the articles fosters collaboration skills, teamwork, and civil discourse.

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

n/a

E. Supporting Documents

☒ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

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

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer

1/24/19

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Anth 1135: Article Discussion (11/1)

“Nutritional status and the influence of TV consumption on female body size ideals in populations recently exposed to the media” (Jucker *et al* 2017)

Names: _____

Answer the following questions with your group. Note: exam questions about this article will come directly from this assignment.

1. What is the **thesis** of this article? In other words, what are Jucker and his colleagues setting out to prove or answer here? Note: you should be able to state in thesis in one sentence.
2. Describe the sample that was studied. Where did this research happen? How many people were included in the study?
3. In this research, they looked at female body size and nutrition. How did they actually measure these?
4. The researchers also collected data on TV consumption and something they call “female figure preference.” How did they get at each of these phenomena? Describe their methods in detail.



5. What did the researchers conclude in their Discussion section? Did you/your group agree with their conclusions? Why or why not?

6. Body image, among men and women, is highly relevant to our own experiences in the US. How did this research resonate (or not) with the situation here?

7. How might a similar study be conducted in the US? What changes would need to be made to make it applicable here?

Anth 1135: Article Discussion Grading Sheet

Name: _____		Date: _____		Discussion Grade: _____	
Criteria	weight	Exemplary	Effective	Minimal	Unsatisfactory
Level of Engagement	50%	<input type="checkbox"/> Contributed to discussion by offering quality ideas <input type="checkbox"/> Was a leader in engaging others in group discussion by inviting their comments <input type="checkbox"/> Was able to clearly articulate and critically discuss articulate main ideas and argument to the group	<input type="checkbox"/> Contributed to discussion by offering ideas <input type="checkbox"/> Engaged others in group discussion by inviting their comments <input type="checkbox"/> Was able to articulate main ideas and argument to the group	<input type="checkbox"/> Occasionally contributed to discussion by offering ideas <input type="checkbox"/> Sometimes engaged others in group discussion <input type="checkbox"/> Was unable to articulate main ideas and argument to the group – contributed very little to this part of the discussion	<input type="checkbox"/> Failed to contribute to discussion <input type="checkbox"/> Failed to invite comment/opinions from other students <input type="checkbox"/> Did not have a grasp on the main points of the article and was unable to discuss them with the group
Preparedness	25%	<input type="checkbox"/> Had article(s) for discussion <input type="checkbox"/> Prepared for discussion by careful reading of the article	<input type="checkbox"/> Had article(s) for discussion <input type="checkbox"/> Somewhat prepared – more time could have been spent reviewing article for discussion	<input type="checkbox"/> Had article(s) for discussion <input type="checkbox"/> Not well prepared for discussion	<input type="checkbox"/> Did not have article(s) for discussion <input type="checkbox"/> Clearly did not read article
Attitude	25%	<input type="checkbox"/> Positive, cooperative attitude during discussion and debate <input type="checkbox"/> Supportive of other students' ideas/comments	<input type="checkbox"/> Somewhat positive and cooperative during discussion and debate <input type="checkbox"/> Somewhat supportive of other students' ideas/comments	<input type="checkbox"/> Somewhat negative during discussion <input type="checkbox"/> Not very supportive of other students' ideas/comments	<input type="checkbox"/> Negative during discussion and debate <input type="checkbox"/> Was disruptive or combative with other students

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	Anthropology
Course Number, Title, Credits	ANTH 1140: Introduction to Cultural Anthropology (3 credits)
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Jessica Craig, discipline coordinator for Anthropology
Email and Phone Number of Contact Person	Jcraig15@cnm.edu 505-224-4000 x50322

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

ANTH 1140: Introduction to Cultural Anthropology

List all learning outcomes that are shared between course sections at your institution.

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

1. Introduce students to the basic concepts and research methods of cultural anthropology as one of the disciplines of social science, including fundamental concepts, such as culture and society, which form the pillars of the discipline

(e.g., cultural relativism, cultural persistence and change, world-view and enculturation). 2. Comprehend the importance of studying cultural anthropology. 3. Demonstrate knowledge of the practice of anthropological research in the modern world that is increasingly multicultural, transnational and globally interconnected (e.g., globalization and modern world system). 4. Demonstrate an awareness of how students' own cultures shape their experiences and the way they see the world, as well as help them understand and interact with other cultures. 5. Understand how beliefs, values and assumptions are influenced by culture, biology, history, economic, and social structures. 6. Gain a sense of relationship with people possessing different experiences from their own. 7. Gain a deeper understanding and appreciation for cultural anthropology as a broad discipline through learning about its practices, and differentiating cultural anthropology from other disciplines that study people. 8. Become more sensitive and engaged global citizens from culturally relative perspectives.

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

Article Discussions: Several times per semester, students read one or more academic articles before class that center on the given theme for that week in the course (e.g. – gender, sustainability). In class, students break into small groups where they work together to deconstruct the article, paying attention to the genre and medium of academic writing in Anthropology. Students work to understand and evaluate the article's message by identifying supporting evidence, addressing the overall theoretical approach of the piece and discussing the argument of the author. Students work collaboratively to compose thorough and thoughtful responses to each question during class time and their work is submitted in writing at the end of class. These assignments require students to communicate both orally and in writing (see attached). Article Discussions also ask students to apply what they've read in a variety of ways – from the factual to the theoretical to the practical.

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

Article Discussions: The series of assignments addressed above require that students think critically about and reflect on what they've read. Before students break into groups, they are individually assessed on what they've read via a short quiz that covers the thesis and the main points of the article. In groups, students critically evaluate the article by understanding the criteria for the argument and how the article acquired its evidence (e.g.—academic research, field research). Students critique the article as a group, addressing the strengths and weaknesses of its evidence, reasoning and conclusions. For example, in the attached assignment students address, "In what way does Allison argue that the responsibilities of motherhood (including the making of *obentos*) are actually a form of gender-based social control?" This question requires an understanding of the larger argument presented, as well as a broad theoretical understanding of both gender and social control. It is not a question that can be answered by simply gleaning the article for information, rather, it requires a deeper grasp of these anthropological concepts.

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

n/a

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

Article Discussions: the articles used for these assignments address a wide array of social issues and are intended to introduce students to diverse cultural practices around the world. For example, in the attached assignment, students work collaboratively in groups to explore social pressures that are imposed on Japanese women and children via the Japanese education system. Students gain intercultural reasoning and competence by understanding the evidence for these pressures and comparing them to the system in the United States. Other articles address: 1. issues of sustainability, particularly about the changing diet and subsistence of the Inuit of Canada; 2. the reproductive rights of women of color in the United States; and 3. the construction of gender identities in India. Through these articles, along with the written group work and discussions that accompany them, students in the course acquire intercultural awareness and sensitivity about the natural and human worlds. Furthermore, the discussion about the articles fosters collaboration skills, teamwork, and civil discourse.

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

n/a

E. Supporting Documents

☒ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)


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

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

ANTH 1140: Article Discussion (11/13)
Japanese Mothers and *Obentos* (Allison)

Names: _____

1. What does Allison mean by “ideological state apparatuses” (ISA’s)?
2. In what way does she argue that ISA’s are more influential than state institutions like the law and police force in developed, capitalist societies? Based on your experience living in the US, do you agree? Why or why not?
3. Briefly describe three key elements of Japanese foods (and their presentation).
4. Allison discusses the Japanese education system at length (or more specifically the control that the Japanese state/the Monbusho/Ministry of Education has over the education system). Based on her description, describe one similarity and one difference that you see between the Japanese and American education systems.

5. Why, according to Allison, are children forced to eat their whole *obento*? What are the consequences (for the child and the mother) if they don't?

6. In what way does Allison argue that the responsibilities of motherhood (including the making of *obentos*) are actually a form of gender-based social control?

7. Do you agree with her argument (above)? Why or why not?

Anth 1140: Article Discussion Grading Sheet

Name: _____		Date: _____		Discussion Grade: _____	
Criteria	weight	Exemplary	Effective	Minimal	Unsatisfactory
Level of Engagement	50%	<input type="checkbox"/> Contributed to discussion by offering quality ideas <input type="checkbox"/> Was a leader in engaging others in group discussion by inviting their comments <input type="checkbox"/> Was able to clearly articulate and critically discuss articulate main ideas and argument to the group	<input type="checkbox"/> Contributed to discussion by offering ideas <input type="checkbox"/> Engaged others in group discussion by inviting their comments <input type="checkbox"/> Was able to articulate main ideas and argument to the group	<input type="checkbox"/> Occasionally contributed to discussion by offering ideas <input type="checkbox"/> Sometimes engaged others in group discussion <input type="checkbox"/> Was unable to articulate main ideas and argument to the group – contributed very little to this part of the discussion	<input type="checkbox"/> Failed to contribute to discussion <input type="checkbox"/> Failed to invite comment/opinions from other students <input type="checkbox"/> Did not have a grasp on the main points of the article and was unable to discuss them with the group
Preparedness	25%	<input type="checkbox"/> Had article(s) for discussion <input type="checkbox"/> Prepared for discussion by careful reading of the article	<input type="checkbox"/> Had article(s) for discussion <input type="checkbox"/> Somewhat prepared – more time could have been spent reviewing article for discussion	<input type="checkbox"/> Had article(s) for discussion <input type="checkbox"/> Not well prepared for discussion	<input type="checkbox"/> Did not have article(s) for discussion <input type="checkbox"/> Clearly did not read article
Attitude	25%	<input type="checkbox"/> Positive, cooperative attitude during discussion and debate <input type="checkbox"/> Supportive of other students' ideas/comments	<input type="checkbox"/> Somewhat positive and cooperative during discussion and debate <input type="checkbox"/> Somewhat supportive of other students' ideas/comments	<input type="checkbox"/> Somewhat negative during discussion <input type="checkbox"/> Not very supportive of other students' ideas/comments	<input type="checkbox"/> Negative during discussion and debate <input type="checkbox"/> Was disruptive or combative with other students

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	Anthropology
Course Number, Title, Credits	ANTH 1155: Introduction to Linguistic Anthropology
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Jessica Craig, discipline coordinator for Anthropology
Email and Phone Number of Contact Person	Jcraig15@cnm.edu 505-224-4000 x50322

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

ANTH 1155: Introduction to Linguistic Anthropology

List all learning outcomes that are shared between course sections at your institution.

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

1. Understand the nature, properties, and functions of language and its relations to anthropology. 2. Explain the basic principles of the following areas of linguistic study: phonetics, phonology, morphology, grammar, syntax, and

semantics. 3. Understand the basic issues of other areas of linguistic study including language acquisition, pragmatics, discourse analysis, and sociolinguistics. 4. Understand the diversity of languages and their fundamental similarities. 5. Use basic terminology and notational conventions associated with linguistic study. 6. Think analytically and creatively to explore ideas, make connections, draw conclusions and solve problems related to language and language learning. 7. Examine and critically evaluate common assumptions and attitudes about language and language use. 8. Apply concepts learned in this course to students' personal and professional lives.

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

Article Discussions: Several times per semester, students are assigned academic articles (to read before class) that center on the given theme for that week in the course (linguistic diversity, non-human primate communication, gender, etc...). In class, students break into small groups where they work together to deconstruct the article, paying attention to the genre and medium of academic writing in Anthropology. Students work to understand and evaluate the article's message by identifying supporting evidence, addressing the overall theoretical approach of the piece and discussing the argument of the author. Students work collaboratively to compose thorough and thoughtful responses to each question during class time and their work is submitted in writing at the end of class. These assignments require students to communicate both orally and in writing (see attached). Article Discussions also ask students to apply what they've read in a variety of ways – from the factual to the theoretical to the practical.

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

Article Discussions: The series of assignments addressed above require that students think critically about and reflect on what they've read. Before students break into groups, they are individually assessed on what they've read via a short quiz that covers the thesis and the main points of the article. In groups, students critically evaluate the article by understanding the criteria for the argument, how the article acquired its evidence (e.g.—academic research, field research). Students critique the article as a group, addressing the strengths and weaknesses of its evidence, reasoning and conclusions. For example, in the attached assignment students address the following: "One of the key contributions of this article is how Baugh compares and contrasts linguistic profiling/discrimination and racial profiling/discrimination. Discuss these two concepts with your group and summarize your thoughts below." Successfully addressing this question requires a careful review of the article in order to critically evaluate and discuss essential concepts in linguistic anthropology.

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

n/a

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

Oral History Project: For this assignment, students are asked to interview a friend, family member, or acquaintance about an experience or experiences that were pivotal in their lives. The interviewee needs to be from a place or have grown up in a time that is distinct from the student. Students need to employ intercultural sensitivity and reasoning in their interview. To prep for this assignment, we watch a number of oral history interviews in class, so that students can observe how to be culturally relativistic and mindful during their own interview. Students are trained in addressing issues of confidentiality, and in writing and presenting informed consent documents to their subjects. As such, they gain insight into ethical issues surrounding linguistic fieldwork. Students then collaboratively discuss the presentations and provide feedback to the presenter. These interviews yield stories that are moving, relevant, and related to issues of personal and social justice. From this assignment the class has learned about and discussed the significance of events such as: a grandparent crossing the US-Mexico border for the first time, a family member's experiences in World War II, and a Navajo friend's puberty ritual. The sharing of these stories via the class presentations is highly rewarding, as it promotes intercultural awareness and understanding.

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

n/a

E. Supporting Documents

☒ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

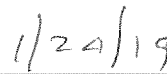
F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Anth 1155: Article Discussion (4/11)

Linguistic Profiling (J. Baugh)

Names: _____

Answering the following questions with your group.

1. What is race? What is it based on? With your group, come up with a definition for “race” in the cultural context of the United States.

2. What was Justice Cooper's ruling in the Supreme Court of Kentucky case and what was his rationale for this ruling? What, according to Baugh, did Justice Cooper not consider in this ruling?

3. Summarize the experiences that Baugh and Henderson had as prospective renters.

4. What is “linguistic adoration?” Do you agree with Baugh’s sentiments about this? Please explain.

5. According to Baugh, what is the “sunny side” of linguistic diversity?

6. One of the key contributions of this article is how Baugh compares and contrasts linguistic profiling/discrimination and racial profiling/discrimination. Discuss these two concepts with your group and summarize your thoughts below.

Anth 1155 Article Discussion Grading Sheet

Name: _____		Discussion Date: _____		Discussion Grade: _____	
Criteria	weight	Exemplary	Effective	Minimal	Unsatisfactory
Level of Engagement	50%	<input type="checkbox"/> Contributed to discussion by offering quality ideas <input type="checkbox"/> Was a leader in engaging others in class discussions by inviting their comments <input type="checkbox"/> Was able to successfully critique the article by constructively challenged the accuracy and relevance of statements made <input type="checkbox"/> Effectively identified and summarized main points of the article	<input type="checkbox"/> Contributed to discussion by offering ideas <input type="checkbox"/> Engaged others in class discussions by inviting their comments <input type="checkbox"/> Made a solid effort to critique the article by challenging the accuracy and relevance of statements made <input type="checkbox"/> Identified and summarized some of the main points of the article	<input type="checkbox"/> Occasionally contributed to discussion by offering ideas <input type="checkbox"/> Sometimes engaged others in class discussions <input type="checkbox"/> Did not effectively critique the article by questioning the relevance of statements made <input type="checkbox"/> Struggled to identify the main points of the article	<input type="checkbox"/> Failed to contribute to discussion <input type="checkbox"/> Failed to invite comment/opinions from other students <input type="checkbox"/> Was unable to offer any critique of the article <input type="checkbox"/> Was not able to identify any of the main points of the article
Preparedness	25%	<input type="checkbox"/> Had article for discussion <input type="checkbox"/> Prepared for discussion by careful reading of the article	<input type="checkbox"/> Had article for discussion <input type="checkbox"/> Somewhat prepared – more time could have been spent reviewing article for discussion	<input type="checkbox"/> Had article for discussion <input type="checkbox"/> Not well prepared for discussion	<input type="checkbox"/> Did not have article for discussion <input type="checkbox"/> Clearly did not read article
Attitude	25%	<input type="checkbox"/> Positive, cooperative attitude during discussion <input type="checkbox"/> Supportive of other students' ideas	<input type="checkbox"/> Somewhat positive and cooperative during discussion <input type="checkbox"/> Somewhat supportive of other students' ideas	<input type="checkbox"/> Somewhat negative during discussion <input type="checkbox"/> Not very supportive of other students' ideas	<input type="checkbox"/> Negative during discussion <input type="checkbox"/> Was disruptive or combative with other students in group

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	Anthropology
Course Number, Title, Credits	ANTH 1160: World Archaeology (3 credits)
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Jessica Craig, discipline coordinator for Anthropology
Email and Phone Number of Contact Person	Jcraig15@cnm.edu 505-224-4000 x50322

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

ANTH 1160: Introduction to Archaeology

List all learning outcomes that are shared between course sections at your institution.

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 describe terms, approaches, and material evidence in archaeology. 2. Compare and contrast archaeological development in different regions. 3. Explain and analyze conceptual and ethical arguments in

archaeology. 4. Critically evaluate sources, approaches, and arguments in archaeology. 5. Effectively communicate content, perspectives, and ideas in archaeology.

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

Archaeology Blog: Students are required to write a blog comparing and contrasting two different archaeological sites and then provide feedback to one another. Using one academic source for each site, students are asked construct a blog that: 1. presents the arguments being made in each article, addressing the supporting evidence; 2. critically evaluates the inferences being made in each article, and 3. addresses the theoretical lens of the author. In the presentation of this information students must consider the potential audience that will be reading the blog, that is, a popular audience. As such, their communication, language use, and overall construction of the blog must be applied appropriately. This level of paraphrasing and summarizing requires a clear understanding of the material and ultimately puts them in the role of teaching the material to others. This assignment also requires that students employ two widely varied genres and media – the academic article and the less formal blog. Students are asked to appropriately cite their two articles (in MLA or other official citation format) at the end of their blog.

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

Archaeology Blog: This assignment requires that students critically evaluate two academic articles. In their blog, they are asked to identify the central problem being addressed in each article as well as the supporting evidence presented. Moreover, students are asked to evaluate evidence in each article by looking for and addressing flaws in the argument. Students are also asked to compare and contrast their two archaeological sites, which requires that they are able to reason to explain continuities and patterns among the data sets being presented. In this way, they cannot simply paraphrase what is written – they need to have a critical understanding, through reasoning and drawing conclusions, of archaeological methods in general, the data sets in the articles, and the arguments being made to successfully complete this part of the assignment.

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

n/a

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

Who Owns the Past? In Class Discussion & Debate: In this formal discussion and debate students are assigned two readings that offer contrasting positions on NAGPRA (or the Native American Graves Protection and Repatriation Act - a law that addresses the excavation of Native American human remains and sacred objects, and the return of said items to the tribal group with which they are affiliated). The articles assigned will offer the two sides of this issue, that of scientific community and that of the Native American community. Students are required to read both articles before coming to class. In class, students are broken into groups and assigned a position. They are given half the

class time to discuss this position together and collaboratively create an argument. During the second half of the class the two groups hold a formal debate. This assignment directly addresses one of the most significant and relevant ethical issues in the field of American archaeology. The assignment, both during the group discussion and the actual debate, requires the use of intercultural sensitivity in reason about and then discussing the ethical obligations of archaeologists, particularly those working in the United States. Students need to be prepared to defend either position, so this assignment also necessitates that they are able to see and verbally defend this issue from both sides. This in depth exploration of NAGPRA fosters cultural awareness, collaboration skills, and civil discourse.

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

n/a

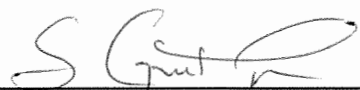
E. Supporting Documents

☒ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

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

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer

1/29/19

Date

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Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Anth 1160: NAGPRA Discussion and Debate (11/06)
The Scientific Community vs. The Native American Community

Names: _____

Your position: The Scientific Community

Using the articles assigned, work together to create an argument that represents the position of the scientific community in regards to NAGPRA.

The Debate:

Your side will go FIRST.

The other group will then present their argument.

Your group will then provide a rebuttal, followed the by the other group's rebuttal.

Note: I do NOT want one person to doing all the talking for your group. You should have at least two people present your first argument and at least two different people present your rebuttal.

Constructing Your Arguments:

In your first argument you should focus the position of the scientific community. For your rebuttal you will be responding to the argument made by the other group, so you should try to predict what they might say. Use the space provided below to provide an outline of your first argument and your rebuttal – use the back of this page if you need to.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Anth 1160: NAGPRA Discussion and Debate Grading Sheet

Name: _____		Date: _____		Discussion Grade: _____	
Criteria	weight	Exemplary	Effective	Minimal	Unsatisfactory
Level of Engagement	50%	<input type="checkbox"/> Contributed to discussion and debate by offering quality ideas <input type="checkbox"/> Was a leader in engaging others in group discussion by inviting their comments	<input type="checkbox"/> Contributed to discussion and debate by offering ideas <input type="checkbox"/> Engaged others in group discussion by inviting their comments	<input type="checkbox"/> Occasionally contributed to discussion and debate by offering ideas <input type="checkbox"/> Sometimes engaged others in group discussion	<input type="checkbox"/> Failed to contribute to discussion or debate <input type="checkbox"/> Failed to invite comment/opinions from other students
Preparedness	25%	<input type="checkbox"/> Had articles for discussion <input type="checkbox"/> Prepared for discussion by careful reading of the article	<input type="checkbox"/> Had articles for discussion <input type="checkbox"/> Somewhat prepared – more time could have been spent reviewing article for discussion	<input type="checkbox"/> Had articles for discussion <input type="checkbox"/> Not well prepared for discussion	<input type="checkbox"/> Did not have articles for discussion <input type="checkbox"/> Clearly did not read article
Attitude	25%	<input type="checkbox"/> Positive, cooperative attitude during discussion and debate <input type="checkbox"/> Supportive of other students' ideas/comments	<input type="checkbox"/> Somewhat positive and cooperative during discussion and debate <input type="checkbox"/> Somewhat supportive of other students' ideas/comments	<input type="checkbox"/> Somewhat negative during discussion and debate <input type="checkbox"/> Not very supportive of other students' ideas/comments	<input type="checkbox"/> Negative during discussion and debate <input type="checkbox"/> Was disruptive or combative with other students

NEW MEXICO HIGHER EDUCATION DEPARTMENT

SUSANA MARTINEZ
GOVERNOR



DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution **New Mexico Highlands University**
Department **Sociology, Anthropology, and Criminal Justice**
Course Number, Title, Credits **ANTH 103, Introduction to Physical Anthropology & Archaeology, 3 credits**
Co-requisite Course Number and Title, if any
Is this application for your system (ENMU, NMSU, & UNM)?
Name and Title of Contact Person **Victoria Evans, MA, Laboratory Director**
Email and Phone Number of Contact Person **vrevans@nmhu.edu 505-454-3283**

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

ANTH 1215 Introduction to Physical Anthropology & Archaeology

List all learning outcomes that are shared between course sections at your institution.

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

None provided.

Institution-specific Student Learning Outcomes

1. Describe and summarize terms, approaches, and cultural and biological adaptations in the four subfields of anthropology. 2. Explain and analyze conceptual and ethical arguments in the four subfields of anthropology. 3.

Effectively communicate content, perspectives, and ideas in four subfields of anthropology. 4. Critically evaluate sources, approaches, and arguments in the four subfields of anthropology.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

Students will demonstrate mastery of content and knowledge, and effective communication skills, by demonstrating familiarity with major theoretical orientations, genre and research findings of physical anthropology and archaeology, through essay writing and poster presentations. The essay exam is designed to help students with communication skills while they research, critically explore, and assess the validity of a particular topic. Topics include the origin of bipedalism and theories, comparisons of australopithecines and homo habilis, comparison of dating techniques and how they are best applied in archaeology, thermoregulation models, the forces of evolution, and the works of Charles Darwin. The poster project allows students to master a particular topic, include an annotated bibliography, present the topic orally (i.e., communicating effectively) and demonstrate skills in producing arguments employing others' sound arguments. Topics include Charles Darwin and the Galapagos Islands, the four forces of evolution and how they work, "Lucy" (what is she, who found her, what did we learn from her), a family tree of early human ancestors with dates and how they fit in the line to Homo sapiens, Neanderthals (who were they and how did they live?), the discovery of fire (and what it means physiologically and socially to humans), the controversy surrounding Homo naledi, Clovis and Pre-Clovis hypotheses, the Folsom Site (where is it? Who discovered it? What does it mean?), etc.

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

Through a poster presentation, students will show mastery of evidence acquisition, evidence evaluation and reasoning/conclusion by understanding how theory and methodology are applied to the scientific process of archaeology. Students will also explore how the archaeological record is interpreted regarding ancient ancestors on up to historic times and the methodology used by scientists to construe archaeological evidence. The reading of texts, and in-class writing assignments, will allow student to demonstrate an understanding of how, historically, anthropologists got to this awareness scientifically (starting with early historical interpretations and moving from there). Students will also learn how anthropological studies aid in interpreting current global events. Through lectures, films, essays and a poster project, students will critically analyze a chosen topic and evaluate current archaeological information, determining if an argument's premise supports the conclusions.

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

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

Intercultural reasoning and competence are defining factors of studies in anthropology. Students in Physical Anthropology classes will read, extensively, about the role that environmental and climatic changes had/have on human populations as well as adaptive strategies in dealing with these changes. Class discussion and group work will allow students to explore the impact our actions have on the sustainability of the natural and human worlds. Intercultural reasoning and competence within the classroom setting occurs when students interact with each other and the instructor, to discuss or debate anthropological data, world issues, and the necessary motivation for changes in human interaction with the environments in which they live. Therefore, there will be plenty of opportunity for students to participate in respectful civic dialogue that embraces differing perspectives, encouraging students to recognize that there are multiple valid responses to local and global issues. Ethical reasoning is utilized when students read, discuss, and write about, the differences between the biological and cultural definitions of human beings, from social practices to skin color, and how these differences have/will affect us locally, globally and historically. Responsibility towards our fellow human beings and our planet are important lessons in this class, from how humans have historically affected the environment (through domestication, for example) to how humans interact with each other socially and why these chosen methods of interaction occur. Again, the use of open, safe class discussions and group work will help achieve these goals. The footprint of the human race on the planet has had many consequences and it is important for students to understand that actions have effects and how to critically think through how these actions that affect us in the present. The poster presentation will require students to select a topic, research it thoroughly, consider the ethical implications of said topic, and then present their work to the class. Class discussion regarding the posters will provide additional opportunities for reflection and self-assessment.

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

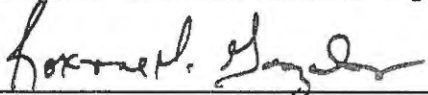
E. Supporting Documents (required).

☐ Sample Course Rubric Attached ☒ Sample Assessment Attached

F. 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 meets institutional standards for general education.



Signature of Chief Academic Officer

11/18/2019

Date

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Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Sample Assessment – NMHU's Introduction to Physical Anthropology & Archaeology

Two In-class Essay Exams

Directions: In-class writing essay exams will test your knowledge of the subject and improve your writing and research skills. For these exams, you are allowed to take questions home, research them, and create an outline to use while writing the essay on exam day. You will turn in the outline with your essay.

ESSAY: Answer four of the following questions in an essay format, using page numbers from your textbook for references and other sources: What are the four disciplines of Anthropology? Write a description and example of each discipline. Name at least one person in each field and what they do (these are in box sections in your textbook). Who was Charles Darwin and what were his ideas concerning evolution and natural selection? Describe some of the theories concerning why hominids became bipedal. What are some of the advantages/disadvantages of bipedalism? What are the main skeletal characteristics of bipedalism? What do we find in the fossil record to tell if a creature was bipedal or not? What does it mean when we say that Homo were bio-cultural beings? How does the hypothesized energetic feedback loop fit in with this?

Link to Essential Skill: Critical Thinking - Students will demonstrate analytical skills, as well as effective communication skills, by exploring the different theories involving the role that environmental and climatic changes had/have on human populations as well as adaptive strategies in dealing with these changes; the differences between the biological and cultural definitions of human beings, from social practices to skin color, and how these differences affect us locally, globally and historically; and the different theories related to early human ancestors and human evolution. This assignment will allow students to reflect on what they have learned and assess their understanding of the social world.

NEW MEXICO HIGHER EDUCATION DEPARTMENT

SUSANA MARTINEZ
GOVERNOR



DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	New Mexico Highlands University
Department	Chemistry
Course Number, Title, Credits	CHEM 215, General Chemistry Laboratory 1, 2 Credits
Co-requisite Course Number and Title, if any	CHEM 211, General Chemistry 1, 3 credits
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Jan Shepherd, Instructor
Email and Phone Number of Contact Person	jshepherd@nmhu.edu , 505 454-3464

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

CHEM 1215 General Chemistry I Laboratory for STEM Majors

List all learning outcomes that are shared between course sections at your institution.

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 and apply concepts associated with laboratory safety, including the possible consequences of not adhering to appropriate safety guidelines. 2. Demonstrate the computational skills needed to perform appropriate laboratory related

calculations to include, but not be limited to determining the number of significant figures in numerical value with the correct units, solving problems using values represented in exponential notation, solving dimensional analysis problems, and manipulating mathematical formulas as needed to determine the value of a variable. 3. Perform laboratory observations (both qualitative and quantitative) using sensory experience and appropriate measurement instrumentation (both analog and digital). 4. Prepare solutions with an acceptable accuracy to a known concentration using appropriate glassware. 5. Master basic laboratory techniques including, but not limited to weighing samples (liquid and solid), determining sample volumes, measuring the temperature of samples, heating and cooling a sample or reaction mixture, decantation, filtration, and titration. 6. Demonstrate mastery in experimental techniques, such as pressure measurements, calorimetric measurements, and spectrophotometric measurements. 7. Draw conclusions based on data and analyses from laboratory experiments. 8. Present experimental results in laboratory reports of appropriate length, style and depth, or through other modes as required. 9. Relate laboratory experimental observations, operations, calculations, and findings to theoretical concepts presented in the complementary lecture course. 10. Design experimental procedures to study chemical phenomena.

Institution-specific Student Learning Outcomes

Additional Lecture and Laboratory Student Learning Outcomes:

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

N/A

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

Thinking critically about chemistry is framed within the scientific method with regards to the way science works. This involves observing a phenomenon, then formulating an hypothesis, followed by setting up experiments to yield quantifiable data, and finally appropriate analysis of data to confirm (predict) or disprove observations that lead to the original hypothesis. The gathering and analysis of data is mostly a laboratory exercise. Much of the critical thinking involves knowing the right analytical tools that are available, the ability to apply the tools to the analysis at hand, and the conscious assessment as to if the process is working as it should. Assessment of student proficiency is primarily from observation by the laboratory instructor as well as by graded laboratory reports that include data, calculations, and written summaries.

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

Quantitative analytical reasoning occurs throughout the laboratory procedures. Quantitative analysis will be specifically addressed in analyses of conversions of matter to matter (yields), matter to energy (heat), as well as in determining directions of equilibria including pH and quantitative analyses of amounts of specific analytes present. Quantitative models are from specific protocols base of specific reactions and often application spectroscopic methods. Preparation of solutions with specific concentrations for use in analysis is a major part of quantitative analysis. Assessment of student proficiency is primarily from observation by the laboratory instructor as well as by graded laboratory reports that include data, calculations, and written summaries.

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

This is a laboratory course. Students work in pairs. It is important that personal and social interactions between two students trying to achieve the same goal be cordial and productive. There is also the aspect of involvement with chemicals and doing so in a safe manner. This includes proper laboratory attire, safety procedures in case of an

accident, as well as correct disposals of chemicals. Incorrect disposal of prescription drugs is seen currently as a problem in the populace. Respect for proper chemical /drug disposal is a major goal of the chemical laboratory process.

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

N/A


E. Supporting Documents

☐ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

F. 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 meets institutional standards for general education.


Signature of Chief Academic Officer

1/3/2019
Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Attachment

Sample Assessment—A Laboratory Procedure and Report

The following laboratory exercise assesses Essentials Skills:

- II Critical Thinking: The likely observed differences in heat content (enthalpy changes,) of weak acids and strong acids in neutralization reactions requires students to not only obtain data on the reactions but speculate on structural variations in the two acids that may be responsible for the observed differences.
- IV. Personal and Social Responsibility: To understand the current debate on global warming, it is useful to recognize how such relevant data is obtained (hands-on), the relationship of heat to temperature, and determination of warming and cooling (exothermic and endothermic) effects. Also, neutralizing acids and bases is a method of chemical clean up and disposal.
- V. Quantitative/Analytical Reasoning: Use of graphical data to indicate trends and obtain experimental values, calculating heats of reactions by monitoring temperature changes, using specific heats and masses to calculate heats of reactions, all of these require quantitative manipulation of data and monitoring the reasonableness of the the results of such calculations.

(Lab 9) Heats of Neutralization

Name (print): _____

CHEM 215 Laboratory Report Day and Date: _____ Worked with: _____

2. Chemicals and Equipment: See laboratory notebook page _____
3. Procedure: See laboratory notebook, page(s) _____
4. Data and Calculations (Show correct precision—significant figures—in calculations.)

If applicable, for the required Temperature v. Time plots see laboratory notebook, page(s) _____

Or, if plots are attached to your lab partner's report, check this box ☐.

<i>NaOH/HCl</i>		<i>NaOH/HC₂H₃O₂</i>	
Volume of HCl (mL.)	_____	Volume of HC ₂ H ₃ O ₂ (mL.)	_____
Volume of NaOH (mL.)	_____	Volume of NaOH (mL.)	_____
<i>t_i</i> (°C)	_____	<i>t_i</i> (°C)	_____
Temperature °C after mixing		Temperature °C after mixing	
30 s	_____	30 s	_____
60 s	_____	60 s	_____
90 s	_____	90 s	_____
120 s	_____	120 s	_____
150 s	_____	150 s	_____
180 s	_____	180 s	_____
210 s	_____	210 s	_____
240 s	_____	240 s	_____
<i>t_f</i> extrapolated to 0 s (°C)	_____	<i>t_f</i> extrapolated to 0 s (°C)	_____

Values Determined (After you determine Δt , do Part 5 before placing those calculate values in the blanks below.)

Δt (°C)	_____	_____
q_{system} (J)	_____ See 5a and 5b below.	_____ See 5a and 5b below
Moles limiting reactant	_____ See 5c below.	_____ See 5c below.
ΔH (kJ/mol)	_____ See 5c below.	_____ See 5c below.

5. Show sample determinations and calculations for...

- a. q_{system} for each reaction that you did. Use 4.184 J/g \cdot °C and 1.00 g/mL. (J stands for Joule, a measure of energy like the calorie), for the specific heat and density of the solution, respectively, and 1.00×10^3 J/°C for the heat capacity of the calorimeter. The reaction is *exothermic* if the final temperature (t_f) is higher than the initial temperature (t_i), and the reaction is *endothermic* if the temperature of the system is decreased (lowered). The water and the calorimeter absorb the heat that is generated by the reaction in an exothermic reaction. Heat that is required by the reaction in an endothermic reaction is removed from the water and the calorimeter.

$$q_{(\text{system})} = [(\text{solution specific heat}) \times (\text{total solution volume}) \times (\text{solution density}) \times \Delta t] + [\text{calorimeter heat capacity} \times \Delta t]$$

or

$$\text{heat} = q_{\text{sys}} = s.h. \times V_{\text{total}} \times d \times \Delta t + (C \times \Delta t) = \text{NaOH} + \text{HCl} \quad \text{NaOH} + \text{HC}_2\text{H}_3\text{O}_2$$

Show calculations here and place results in 5h after first determining there the sign of the heat change $q_{(\text{system})}$.

- b. ...the sign of q . A q_{sys} value as calculated in 5a is in Joules (J).

The value is negative (–) if the reaction got warmer and positive (+) if the reaction cooled down. q_{sys} from 5a should now be expressed in kJ (dividing J by 1000 J/kJ) and with the appropriate sign: – if exothermic (reaction gets warmer) and + if endothermic (reaction gets cooler). **At right, give the value of q_{sys} now in kJ and with the correct sign.** The numbered blanks correspond to the numbered reactions in Part c below. Give values for only the reaction(s) that you ran.

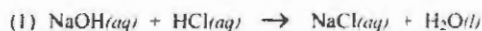
Reaction

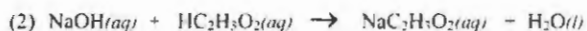
1. _____ kJ

2. _____ kJ

- c. ... ΔH (the enthalpy—or heat—change per mole of reaction). Start by figuring out how many moles of limiting reactant you used for each reaction. If you followed the Procedure, both reactants had the same number of moles. That is, all reactions used 50.0 mL (0.0500 L) of 2.00 M solutions for the reactants = **0.100 mole**. Then, since all coefficients of reactants and products below are “1”, ΔH of a reaction is simply the q_{sys} (from Part b in kJ) \div moles of limiting reactant (0.1000 mol). Show the calculation(s) here and give your result(s) with correct sign and units below.

ΔH kJ/mol





6,7. Summary/Conclusion (giving the enthalpy values that you determined for the reactions that you ran).

(Lab 9) Heats of Neutralization Procedure and Data

CHEM 215 Date: _____

The Two Reactions**Equipment and Materials**

Thermometer small beaker coffee cup calorimeter 2.00 M $\text{HC}_2\text{H}_3\text{O}_2$
 50-ml. graduated cylinder 400-ml. beaker 2.00 M NaOH 2.00 M HCl

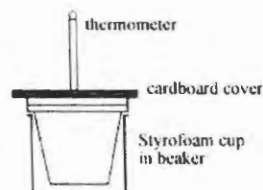
Procedure**Getting started**

Work with a partner. Obtain a calorimeter—a styrofoam cups stabilized by placement in a 400-ml. beaker—with a cover and a thermometer.

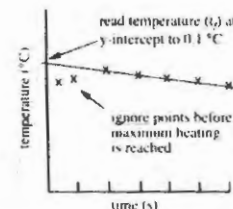
Measuring the Evolution or Absorption of Heat

CAUTION: Hydrochloric acid, sodium hydroxide, and acetic acid can cause chemical burns in addition to ruining your clothing. If you spill one of these solutions on you, wash the contaminated area thoroughly and report the incident to your laboratory instructor.

- Obtain exactly 50.0 mL of 2.0 M solution of either HCl or $\text{HC}_2\text{H}_3\text{O}_2$ measured in a clean, dry graduated cylinder. Place in a small beaker.
- Obtain exactly 50.0 mL of the 2.0 M solution of NaOH in a clean, dry graduated cylinder. Place in another small beaker.
- Measure the temperature of each of these solutions using the same thermometer; however, rinse the thermometer and dry it after each measurement. If the temperatures are not within $\pm 0.5^\circ\text{C}$, cool the warmer solution by immersing the container in cool tap water or warm the cooler solution with your hands. The two temperatures should finally agree to within $\pm 0.5^\circ\text{C}$. Record these two temperatures and take their mean (average). This mean is the initial temperature, t_i .
- Add the acid to the calorimeter.
- Add the base to the calorimeter and immediately start timing.
- Immediately place the top on the calorimeter and begin stirring slowly.
- Record the solution temperature to the nearest 0.2°C (look closely at your thermometer) after 30 s and ever 30 s thereafter for 4 min as the temperature decreases slightly.



- Use a sheet of graph paper or a quadrille page in your lab notebook to plot the temperature (y-axis) against the time (x-axis). Then, use a ruler to draw a straight line through the y-axis (extrapolate) to find the maximum temperature at the time of mixing (0 s). This is the final temperature, t_f (to the 0.1°C).
- Calculate q_{system} using $4.184 \text{ J/g}\cdot^\circ\text{C}$ for specific heat and, 1.00 g/mL for density of the solution, and $1.00 \times 10^3 \text{ J/}^\circ\text{C}$ for the heat capacity of the calorimeter.



$$q_{\text{system}} = [(\text{solution specific heat}) \times (\text{solution total volume}) \times (\text{solution density}) \times \Delta t] + [\text{calorimeter heat capacity} \times \Delta t]$$

- Repeat Steps 1 through 9 using the other acid (HCl or $\text{HC}_2\text{H}_3\text{O}_2$). Use graph paper or another quadrille page in your lab notebook. Obtain t_f . Calculate the value of ΔH .

Data

NaOH/HCl		NaOH/ $\text{HC}_2\text{H}_3\text{O}_2$	
Volume of HCl (mL.)	_____	Volume of $\text{HC}_2\text{H}_3\text{O}_2$ (mL.)	_____
Volume of NaOH (mL.)	_____	Volume of NaOH (mL.)	_____
t_i ($^\circ\text{C}$, mean if necessary)	_____	t_i ($^\circ\text{C}$, mean if necessary)	_____
Temperature $^\circ\text{C}$ after mixing		Temperature $^\circ\text{C}$ after mixing	
30 s	_____	30 s	_____
60 s	_____	60 s	_____
90 s	_____	90 s	_____
120 s	_____	120 s	_____
150 s	_____	150 s	_____
180 s	_____	180 s	_____
210 s	_____	210 s	_____
240 s	_____	240 s	_____
t_f extrapolated to 0 s ($^\circ\text{C}$)	_____	t_f extrapolated to 0 s ($^\circ\text{C}$)	_____

Initially Determine

$t_f - t_i = \Delta t$ ($^\circ\text{C}$) _____
 q_{system} (J) _____

For your lab report, you will calculate the (molar) enthalpy change, ΔH , from q_{system} divided by moles of the limiting reactant (either acid or base) in 50.0 mL (0.0500 L). If you used equal volumes of equal concentrations either concentration ($M = 2.00$) \times volume (L = 0.0500) may be used to calculate the number of moles reacting.

NEW MEXICO HIGHER EDUCATION DEPARTMENT

SUSANA MARTINEZ
GOVERNOR



DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	New Mexico Highlands University
Department	Chemistry
Course Number, Title, Credits	CHEM 212, General Chemistry 2, 3 credits
Co-requisite Course Number and Title, if any	CHEM 216, General Chemistry Laboratory 2, 2 Credits
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Jan Shepherd, Instructor
Email and Phone Number of Contact Person	jshepherd@nmhu.edu , 505 454-3464

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

CHEM 1225 General Chemistry II for STEM Majors

List all learning outcomes that are shared between course sections at your institution.

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 intermolecular attractive forces that determine physical properties and phase transitions, and apply this knowledge to qualitatively evaluate these forces from structure and to predict the physical properties that result.
2. Calculate solution concentrations in various units, explain the effects of temperature, pressure and structure on solubility, and

- describe the colligative properties of solutions, and determine solution concentrations using colligative property values and vice versa.
3. Explain rates of reaction, rate laws, and half-life, determine the rate, rate law and rate constant of a reaction and calculate concentration as a function of time and vice versa, as well as explain the collision model of reaction dynamics and derive a rate law from a reaction mechanism, evaluating the consistency of a mechanism of a given rate law.
 4. Describe the dynamic nature of chemical equilibrium and its relation to reaction rates, and apply Le Chatelier's Principle to predict the effect of concentration, pressure and temperature changes on equilibrium mixtures as well as describe the equilibrium constant and use it to determine whether equilibrium has been established, and calculate equilibrium constants from equilibrium concentrations and vice versa.
 5. Describe the different models of acids and base behavior and the molecular basis for acid strength, as well as apply equilibrium principles to aqueous solutions, including acid-base and solubility reactions, and calculate pH and species concentrations in buffered and unbuffered solutions.
 6. Explain titration curves and speciation diagrams, as well as calculate concentrations of reactants from the former and determine dominant species as a function of pH from the latter.
 7. Explain and calculate the thermodynamic functions, enthalpy, entropy and Gibbs free energy, for a chemical system, and relate these functions to equilibrium constants and reaction spontaneity; balance redox equations, express them as two half reactions and evaluate the potential, free energy and equilibrium K for the reaction, as well as predict the spontaneous direction.
 8. Construct a model of a galvanic or electrolytic cell; or describe organic reactions.
 9. Describe bonding theories, such as valence and molecular orbital theory.

Institution-specific Student Learning Outcomes

Additional Lecture and Laboratory Student Learning Outcomes:

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

N/A

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

Thinking critically about chemistry is framed within the scientific method with regards to the way science works. It is a way of thinking. This involves observing a phenomenon, then formulating an hypothesis, followed by setting up experiments to yield quantifiable data, and finally appropriate analysis of data to confirm (predict) or disprove observations that lead to the original hypothesis. The gathering and analysis of data is often a laboratory exercise; although, introduction to the scientific method and studies of accepted scientific theories (with historical observations, hypothesis, and supporting evidence that led to such theories) will occur in lecture. The atomic theory (and derived hypotheses) and the periodicity of the elements are two of the major pillars of chemistry and will be developed throughout the discipline. Derived from structure are kinetics (reaction rates) and equilibria. Thus, relating of a chemical formula to a specific structure and reactivity is an important aspect of reasoning. Assessment is primarily by in-class examination but also graded homework and class discussion/presentation on these outcomes.

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

Quantitative analytical reasoning occurs throughout the lecture and laboratory portions of the course. Quantitative analysis will be specifically addressed in conversions of matter to matter (yields), matter to energy (heat), and frequency of radiation to energy. Isotopic abundance will be related to atomic mass. Assessment is primarily by in-class examination and graded homework but may also include class discussion/presentation on these outcomes.

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

This course will examine the societal impacts—including extrapolation to global meaning—on some of the major areas of current scientific inquiry—the importance of water, renewable energy, ozone depletion, climate change, pH and acid rain and ocean acidification, nutrition, drug addiction, recycling and biodegradability, the chemical basis for the theory of evolution—that impact the common discussions and policy-making decisions. All of these topics/issues have an atomic/molecular underpinning. There is much pseudo-science available to form the basis of classroom debates. Assignments will include written response to topics on in-class exam question as well as verbal interaction and measured debate among students and instructor.

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

N/A

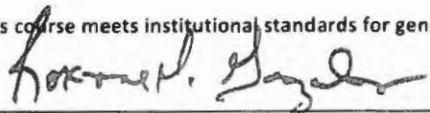
E. Supporting Documents

☐ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

F. 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 meets institutional standards for general education.



Signature of Chief Academic Officer

1/2/2019

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Attachment

Sample Assessment—An In-Class Examination

[For Essentials Skills assessed, see page 2.](#)

Name (print): _____

General Chemistry 2 (CHEM 212)

Exam 3

Friday, April 1, 2016

Try to complete all work and place all answers on the pages of this exam. You may use backsides of pages.

In each calculation, give your result to the correct precision that is justified (correct number of significant figures).

Question...Points

1. ...10

2. ...12

3. ...08

4. ...09

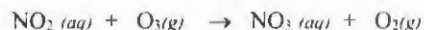
5-9. ...16 (multiple choice)

10. ...18

Total of 80 points

The following in-class examination assesses Essentials Skills:

- II Critical Thinking (Questions 1-10) *None* of these question assessing different aspects of (a) kinetics, reaction rates, and profiles and (b) nuclear reactions require simply repetition of memorized content; instead, student must use reasoning and mathematical skills and apply basic knowledge in a logical process to obtain a correct answer. Understanding the question/problem being addressed is a major part of the solution and is assessed by analyzing the approach taken in the problem setup.
- IV. Personal and Social Responsibility Essential Skill (Question 1, 5, 6) Much of this course addresses energy sources and inter-conversions and the reaction rates and equilibria involved (Thermodynamics). These include combustion, nuclear, and electrical sources. Radioactive (including C-14) dating leads toward a historical perspective and context of life on earth.
- V. Quantitative/Analytical Reasoning (Questions 1-10) Question assessing different aspects of (a) kinetics (reaction rates, and reaction profiles) (b) nuclear reactions and (c) equilibria (including weak acids and pH) require simply repetition of memorized content; instead, student must use reasoning and mathematical skills and apply basic knowledge in a logical process to obtain a correct answer. Assessment of the correctness of the answer is also important as is looking a graphical data presentation.
1. [10] Consider the following reaction and the accompanying initial rate and concentration data in the Table.

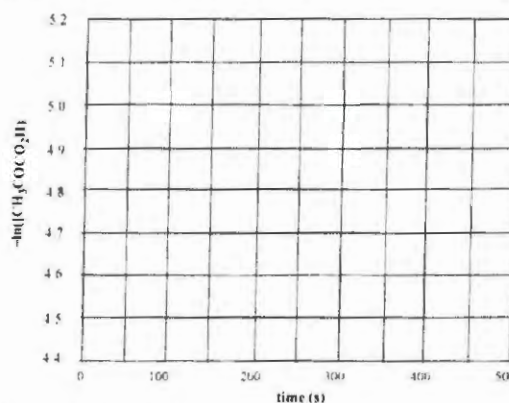


Experiment #	$[\text{NO}_2]_0$	$[\text{O}_3]_0$	Initial Rate (mol/L-s)
1	0.0100	0.0050	25.0
2	0.0150	0.0050	37.5
3	0.0200	0.0100	100.0
4	0.0200	0.0200	200.0

Write the rate law for this reaction—determine x and y for $\text{rate} = k[\text{NO}_2]^x[\text{O}_3]^y$. Show your work.

2. [12] Kinetic data for the reaction $\text{CH}_3\text{COCO}_2\text{H}(\text{s}) \rightarrow \text{CH}_3\text{CHO}(\text{l}) + \text{CO}_2(\text{g})$ are given in the following table.

time (s)	$[\text{CH}_3\text{COCO}_2\text{H}]$	$-\ln[\text{CH}_3\text{COCO}_2\text{H}]$
0	0.01221	
80	0.01051	
175	0.00905	
260	0.00779	
345	0.00670	
430	0.00577	



- a. Complete the *table and graph* to determine the rate constant, k (with units), for this decomposition reaction.

- b. Determine the half-life, $t_{1/2}$, for this reaction (including units). Show your work.

3. [08] Thoroughly identify each missing component in the following nuclear reactions.

- a. A new element was first prepared by directing nuclei of deuterium atoms (deuterons, H-2) at a molybdenum target. The nuclear reaction is given here. Give the complete symbol for the new element.



b.



4. [09] A jawbone from the archaeological site at Folsom, New Mexico—east of Raton—was found to have C-14 activity of 4.55 disintegrations per minute. Present-day carbon (in living matter) gives 15.3 disintegrations per minute per gram of carbon. C-14 has a $t_{1/2}$ of 5730 years. Determine the age of the sample. Show your work.

Circle the letter of the *one* best answer for each Questions 5-9.

5. [03] Chromium-51 is used to label red blood cells and quantify gastrointestinal protein loss and has a half-life of 28 days. After 112 days (or exactly four $t_{1/2}$), how many grams of Cr-51 remain in a sample that initially contained 1.60 g of Cr-51?

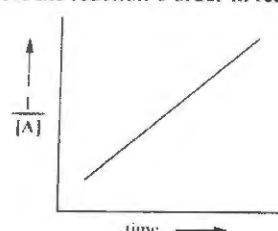
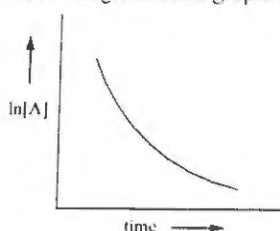
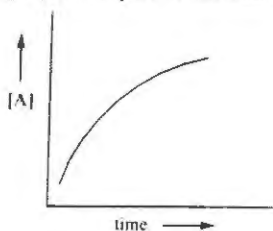
- a. 0.40 g b. 0.30 g c. 0.20 g d. 0.10 g e. 0 g

6. [03] The rate law for the aqueous phase reaction

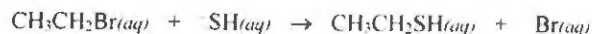


is $\text{rate} = k[\text{CH}_3\text{CH}_2\text{Br}][\text{SH}]$. The overall order for the reaction is

- a. zero b. first c. second d. third e. one-half
7. [03] The activity of a radioisotope is recorded initially as 3000 counts per minute and as 2376 counts per minute 48 hours later. What is the half-life ($t_{1/2}$) of the radioisotope?
- a. 297 hr b. 143 hr c. 43.8 hr d. 6.19 hr e. 0.129 hr
8. [04] The experimental data from a reaction gives these graphs? What is the reaction's order in reactant A?

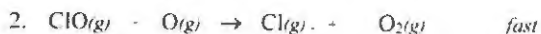
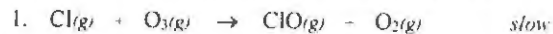


- a. zero b. first c. second d. third e. one-half
9. [03] The rate law for the aqueous phase reaction



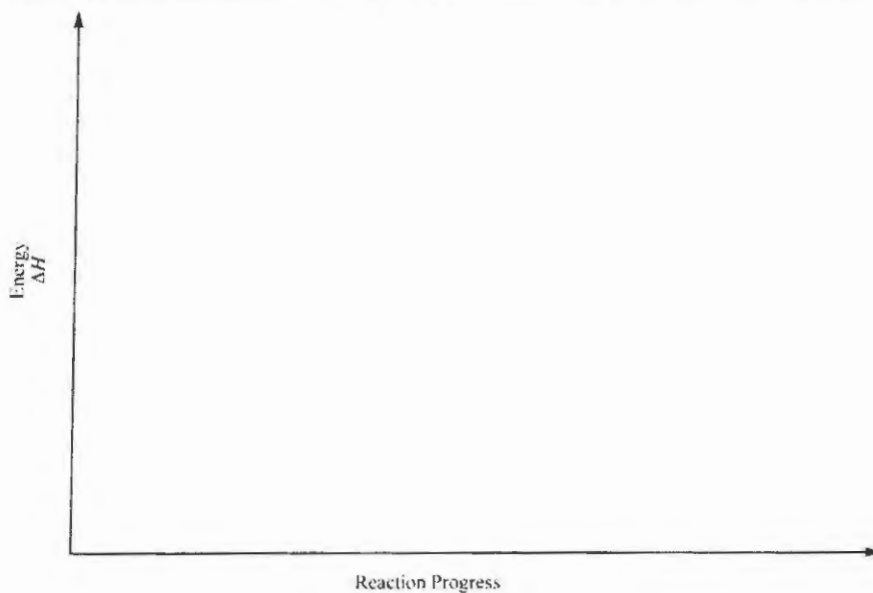
is $\text{rate} = k[\text{CH}_3\text{CH}_2\text{Br}][\text{SH}]$. If the concentration of $\text{CH}_3\text{CH}_2\text{Br}$ and the concentration of SH are both doubled ($\times 2$), the reaction rate will be increased by a factor of

- a. 2 b. 4 c. 8 d. 16 e. no change in rate
-
10. [18] Consider the following two elementary reactions that show the destruction of atmospheric ozone (O_3) by chlorine atoms that come from the decomposition of chlorofluorocarbon refrigerants.



- a. Write the equation for the overall (net) reaction.

- b. Identify—give the structure of—any catalyst(s) in the reaction mechanism.
- c. Identify the intermediate(s) in the reaction mechanism. What makes a reaction component an intermediate? Define intermediate.
- d. Which step is the rate-determining step (rds)? How can you tell?
- e. On the axes below, sketch an energy diagram for this overall *exothermic* reaction. On your diagram, locate and label where the *reactants*, *products*, and *intermediates* (if any) are, the *energy of activation* of the rate-determining step (rds), and what makes the overall reaction *endothermic*.



NEW MEXICO HIGHER EDUCATION DEPARTMENT

SUSANA MARTINEZ
GOVERNOR



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Name of Institution **New Mexico Highlands University**
 Department **Chemistry**
 Course Number, Title, Credits **CHEM 216, General Chemistry Laboratory 2, 2 Credits**
 Co-requisite Course Number and Title, if any **CHEM 212, General Chemistry 2, 3 credits**
 Is this application for your system (ENMU, NMSU, & UNM)?
 Name and Title of Contact Person **Jan Shepherd, Instructor**
 Email and Phone Number of Contact Person **jshepherd@nmhu.edu, 505 454-3464**

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

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

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Which essential skills will be addressed?

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☒ Quantitative Reasoning ☒ Personal & Social Responsibility

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

Student Learning Outcomes:

1. Demonstrate and apply concepts associated with laboratory safety, including the possible consequences of not adhering to appropriate safety guidelines. 2. Demonstrate the computational skills needed to perform appropriate laboratory-related

calculations to include, but not be limited to determining the number of significant figures in numerical value with the correct units, solving problems using values represented in exponential notation, solving dimensional analysis problems, and manipulating mathematical formulas as needed to determine the value of a variable. 3. Perform laboratory observations (both qualitative and quantitative) using sensory experience and appropriate measurement instrumentation (both analog and digital). 4. Prepare solutions with an acceptable accuracy to a known concentration using appropriate glassware. 5. Perform basic laboratory operations related to, but not limited to, gas behavior, colligative properties of solutions, calorimetry, chemical kinetics, chemical equilibria, acid/base titrations, electrochemistry, metal reactivity, and qualitative analyses of ions. 6. Draw conclusions based on data and analyses from laboratory experiments. 7. Present experimental results in laboratory reports of appropriate length, style and depth, or through other modes, as required. 8. Relate laboratory experimental observations, operations, calculations, and findings to theoretical concepts presented in the complementary lecture course. 9. Design experimental procedures to study chemical phenomena.

Institution-specific Student Learning Outcomes

Additional Lecture and Laboratory Student Learning Outcomes:

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

N/A

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

Thinking critically about chemistry is framed within the scientific method with regards to the way science works. This involves observing a phenomenon, then formulating an hypothesis, followed by setting up experiments to yield quantifiable data, and finally appropriate analysis of data to confirm (predict) or disprove observations that lead to the original hypothesis. The gathering and analysis of data is mostly a laboratory exercise. Much of the critical thinking involves knowing the right analytical tools that are available, the ability to apply the tools to the analysis at hand, and the conscious assessment as to if the process is working as it should. Assessment of student proficiency is primarily from observation by the laboratory instructor as well as by graded laboratory reports that include data, calculations, and written summaries.

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

Quantitative analytical reasoning occurs throughout the laboratory procedures. Quantitative analysis will be specifically addressed in analyses of conversions of matter to matter (yields), matter to energy (heat), as well as in determining directions of equilibria including pH and quantitative analyses of amounts of specific analytes present. Quantitative models are from specific protocols base of specific reactions and often application spectroscopic methods. Preparation of solutions with specific concentrations for use in analysis is a major part of quantitative analysis. Assessment of student proficiency is primarily from observation by the laboratory instructor as well as by graded laboratory reports that include data, calculations, and written summaries.

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

This is a laboratory course. Students work in pairs. It is important that personal and social interactions between two students trying to achieve the same goal be cordial and productive. There is also the aspect of involvement with chemicals and doing so in a safe manner. This includes proper laboratory attire, safety procedures in case of an

accident, as well as correct disposals of chemicals. Incorrect disposal of prescription drugs is seen currently as a problem in the populace. Respect for proper chemical /drug disposal is a major goal of the chemical laboratory process. Keeping a laboratory record is part of a students "professional" and personal responsibility.

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

N/A

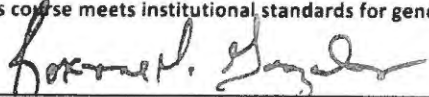
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☐ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

F. 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 meets institutional standards for general education.



Signature of Chief Academic Officer

1/2/2019

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

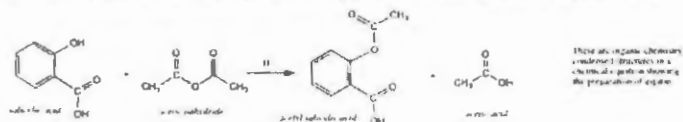
Attachment

Sample Assessment—A laboratory exercise on the synthesis and characterization of aspirin

The following laboratory exercise assesses Essentials Skills:

- II. **Critical Thinking:** One major part of the chemistry discipline is the synthesis of one compound from another as in aspirin from salicylic acid. This requires determining the specific changes in structures from reactant to product to insure that the reaction has taken place. Structure determination can start with proving that the product of the reaction is different from the reactant—checking for different physical characteristics (mp, bp, tlc). This may be followed by specific structural determination (nmr, ir) that often requires interpretation of spectra and assignment of structural characteristics. Synthesis also requires determination of purity of product. Both determination of structure and product purity require critical analysis and bringing together of a number of different pieces of data since structure determination is usually not straight forward and there are several way to analyze for product purity (titration in this experiment).
- IV. **Personal and Social Responsibility:** Dealing with drugs (aspirin in the current experiment) raises issues of purity, storage (what happens over time to aspirin), and disposal. General laboratory safety while dealing with chemicals is constantly instilled and monitored. Keeping up to date records is a necessary responsibility in many areas of life and is assessed in the laboratory by checking each student's notebook.
- V. **Quantitative/Analytical Reasoning:** The accepted protocol (pharmaceutical industry) for determining the purity of aspirin is followed—the data/numbers behind the calculations and the reported results—for this laboratory synthesis of aspirin. The theory behind the protocol is also covered.

Lab 4: Organic Chemistry Synthesis: Aspirin from Salicylic Acid CHEM 216



These are organic chemistry reactions in a chemical synthesis laboratory.

Equipment and Materials

electronic balance	125-mL Erlenmeyer flask	conc H_2SO_4
scoopula or spatula	Bunsen burner with striker	wire gauze
salicylic acid	ring stand with iron ring	250 or 400-mL beaker
acetic anhydride	weighing paper	Büchner funnel
filter circles	ice	watch glass

Getting Started

1. Observe the following safety precaution:

CAUTION: Concentrated H_2SO_4 and acetic anhydride both attack tissue vigorously. Both chemicals should be handled with care. If you spill one of these chemicals on you, wash the contaminated area thoroughly and report the incident to your laboratory instructor.

2. Set up a hot water bath with a 250 or 400-mL beaker (that will hold a 125-mL flask) one-third full with water on a ring stand with one of the larger iron rings that will hold the wire gauze/mesh. Use a Bunsen burner for heating.

Doing the Reaction

1. Use weighing paper or a weighing dish, and with an electronic balance, weigh approximately 3 g of salicylic acid to at least the nearest 0.001 g. Record this mass.
2. Place the salicylic acid into a clean, dry 125 mL Erlenmeyer flask.
3. Cautiously add 6 mL of acetic anhydride and 5 drops of concentrated sulfuric acid.
4. Swirl the flask to thoroughly mix the reactants.
5. Place the flask in a 400-mL beaker that is no more than one-third (1/3) full of water that has already been warmed (heated with a Bunsen burner) to between 85° and 90°C. Keep the flask partially immersed in the water bath so that the reaction mixture in the bottom of the flask is below the water level. Heat the flask and the reaction mixture in this temperature range for 20 minutes. Swirl occasionally. The Bunsen burner still may be needed, but only intermittently, to maintain this temperature (85° – 90°C).
6. After heating for 20 minutes, remove the Erlenmeyer flask from the hot water bath and allow it to cool on the bench top to room temperature—12 – 15 minutes. Let the reaction mixture just sit on the bench top; do not swirl the flask.
7. After cooling, add 40 mL of distilled water to the mixture in the flask. Thoroughly mix the contents of the flask by swirling.

8. Place the flask in an ice/water bath to complete crystallization. Do not swirl flask.

Note: (Your instructor will help you with this.) If the crystallization process initially leads to the formation of an oil, give it a few minutes. It may still crystallize. If not, while in the ice bath, use a glass stirring rod to scratch (not stir, but scratch) the sides of the flask below the surface of the oil. This may initiate crystallization. If not, place the flask back on the wire gauze/iron ring/ring stand—no water bath—add a boiling stick (ask what this is) to the flask, and heat *just* to boiling with a Bunsen burner. The oil will re-dissolve. Remove from heat and let flask and contents cool on the bench top to room temperature. Then cool in an ice/water bath.

9. When crystallization occurs—a solid forms—filter the cold reaction mixture using suction filtration. (Your instructor will demonstrate this filtration technique.) Immediately before filtering, swirl the contents of the flask to mix the contents and then quickly pour this solution of product on the middle of the filter circle in the Büchner funnel. The liquid should be removed from the solid product very quickly. With the suction still on, pour approximately 10 mL of cold water first into the reaction flask, swirl, then pour this water from the flask over the crude, solid product in the filter funnel. This is called “washing” the crystals. Do this a couple of times using approximately 10 mL of cold water each time. This washing process should remove most of the crystal from the reaction flask to the filter funnel.
10. The suction should be continued for a minute or so to partially dry the precipitate.

Drying the Crystals

1. Using a stainless steel spatula, carefully remove the filter paper with crystals from the filter funnel. Continue with the spatula and gently scrape the crystals from the filter paper onto a clean, dry pre-weighed watch glass. Break up any clumps of crystals.
2. Set the crystal aside on the watch glass to air dry. Discard the filter paper.
3. When the crystals are dry, record the mass of the crystals.

Analysis

Analyze the crystals according to instructions from your instructor.

CAUTION: Do not ingest your sample under any circumstances.

Data

Mass of salicylic acid _____ g

Mass of watch glass _____ g

Mass of aspirin product after drying _____ g

Lab 4: Aspirin Analysis Data**4. Raw Data and Calculations** (Show correct precision—significant figures—in calculations.)**A. Determination of Total Moles of (All) Acids in Impure Aspirin Sample**

Samples and Trials	1	2	3
Mass of 250 mL Erlenmeyer flask + impure aspirin (g)			
Mass of 250 mL Erlenmeyer flask (g)			
Mass of impure aspirin sample (g)			
Final buret reading (mL)			
Initial buret reading (mL)			
Volume of NaOH used (mL)			
Volume of NaOH used (L)			
Molarity of NaOH (mol/L) obtained from instructor			
Mole of NaOH = $\text{molarity} \times V \text{ in liters}$			
Mole of all acids = mol of NaOH			

B. Determination of Moles and Mass of Pure Aspirin in Impure Aspirin Sample

Moles of NaOH Used in Hydrolysis	Trials	1	2	3
Volume of NaOH (total added, mL)				
Volume of NaOH (L)				
Molarity of NaOH (mol/L) obtained from instructor				
Mole of NaOH = $\text{molarity} \times V \text{ in liters}$				

add 15 mL to

Moles of HCl Used in Back-Titration	Trials	1	2	3
Final buret reading of HCl (mL)				
Initial buret reading of HCl (mL)				
Volume of HCl (mL)				
Volume of HCl (L)				
Molarity of HCl (mol/L) obtained from instructor				
Mole of HCl = $\text{molarity} \times V \text{ in liters}$				

Pure Aspirin in Sample	Trials	1	2	3
Pure aspirin (mol) = (mol NaOH) - (mol HCl)				
Pure aspirin (g) = (mol pure aspirin) \times 180.2 g/mol				

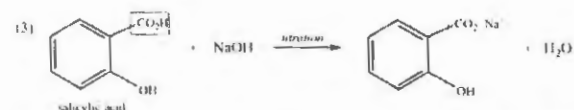
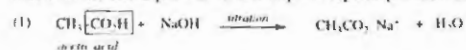
C. Percentages

%Pure Aspirin in Sample	Trials	1	2	3
Pure aspirin (g) = (mol pure aspirin) \times 180.2 g/mol				
Mass of impure aspirin sample (g) from Part A				
% Pure aspirin in sample				
Average % pure aspirin in sample				

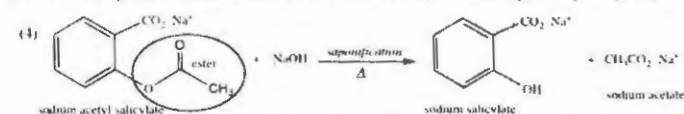
Lab 4B Procedure: Analysis of Aspirin

CHEM 216

Introduction There are three acids isolated as products in the synthesis of aspirin from salicylic acid and acetic anhydride: (1) acetic acid, (2) the aspirin product itself, and (3) unreacted salicylic acid. Acetic acid and unreacted salicylic acid are impurities. All three compounds contain the carboxylic acid functional group CO_2H , which is easily titrated using NaOH(aq) . This permits determination of the moles of all acids present in the impure aspirin product. See Equations 1-3.



Aspirin also contains an ester function group, which itself reacts with NaOH(aq) in a 1:1 mole ratio. This reaction, called *saponification*, is like a titration; however, it takes place efficiently only at elevated temperatures and with excess base. (Δ means heat.) See Equation 4 below. Moles of all CO_2H acids in the impure aspirin product



are neutralized by the first titration leaving only the aspirin (ester) to be further "titrated". Since this saponification "titration" requires excess base, the moles of extra base added must be determined by "back titrating" with standard HCl(aq) . Then moles, grams, and percent of aspirin in the total sample can be determined.

Equipment and Materials

electronic balance	Bunsen burner / striker	wire gauze	phenolphthalein solution
50-ml. burets (2)	thermometer	600-ml. beaker	250-ml. Erlenmeyer flask
ring stand with iron ring	0.1 M NaOH (standardized)		boiling chips
aspirin (prior synthesis)	0.1 M HCl (standardized)		$\geq 95\%$ ethyl alcohol

Procedure

1. Prepare and separately fill two burets, with the standardized acid and base, HCl(aq) and NaOH(aq) . Record the molarity (M) of each and the initial volumes.

2. Weigh to the nearest 0.001 g about 0.45 g of impure aspirin into a clean, dry 250-ml. Erlenmeyer flask. Add about 25 ml. of 95% ethyl alcohol that has been cooled in an ice bath to about 15°C . Dissolve the impure aspirin by swirling. Add about five drops of phenolphthalein indicator solution.
3. Titrate this sample with the standard NaOH(aq) to the faint pink indicator endpoint color. Record the final volume to the nearest 0.05 ml. *This represents the volume of base required to neutralize all of the carboxylic acids (RCO_2H) in the sample.*
4. Next we "titrate" the ester group of the aspirin. Only the aspirin has the ester group. The ester group reacts in a 1:1 ratio with NaOH(aq) base but requires an excess of base to react completely. (This reaction of base with an ester is called *saponification*.)

The total volume of NaOH(aq) base to use for this ester "titration", which includes the excess base amount, is determined as follows—read this example carefully and follow it but substitute your titration volume values for the 22.5 ml. and the 37.5 ml.:

- a. Write down the volume of NaOH(aq) base used from the initial titration to reach the light pink endpoint. (*What follows here is an example*.) Let's say it took 22.5 ml. Add to that volume 15 ml. ($22.5 + 15 = 37.5$ ml.)
- b. Refill your buret to the 0.00 mL mark.
- c. From your refilled buret, add to the Erlenmeyer flask this (37.5 ml. is the example, your value will be different) total volume of NaOH(aq) . The solution with indicator should turn to a darker pink color than the light pink endpoint
- d. Record your total added base volume (in the example, the 37.5 ml.)

- ✓ Fill in the two blanks that follow and have your lab instructor check it: My first titration required _____ ml. of NaOH(aq) . The buret was then refilled to 0.00 ml. and _____ ml. of the NaOH(aq) was added to the Erlenmeyer flask.

Lab Instructor initials

5. Heat the solution in the Erlenmeyer flask using a bath of boiling water for 15 minutes. The apparatus for doing this is made with a 600 ml. beaker (about one-third full of water and with a couple of boiling chips in the water), on a ring stand with iron ring, wire gauze, and Bunsen burner. The Erlenmeyer flask sits in the beaker with the water. Swirl the flask occasionally while heating. This will hydrolyze (saponify) the aspirin.
7. If the solution turns clear during this process, see your instructor.
6. Cool the flask to the point where you can handle it. Use a cold-water bath or ice bath.
8. Record the initial volume of your standardized HCl(aq) solution in your other buret.
9. Titrate the solution in the Erlenmeyer flask (which should still be pink) until the pink color just disappears (pink to clear). Record the volume of the HCl(aq) used.

Analysis

From the data, calculate the grams of aspirin and the percentage of aspirin in your aspirin sample.

Waste

Dispose of all waste as instructed by your instructor.

(Lab 4) Report: Analysis of Aspirin Synthesis Product

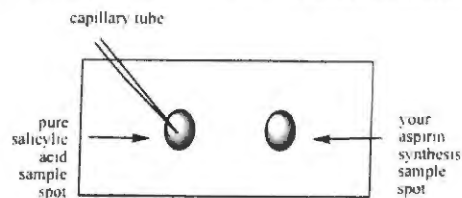
Name (print): _____

CHEM 216 Laboratory Report Day and Date: _____

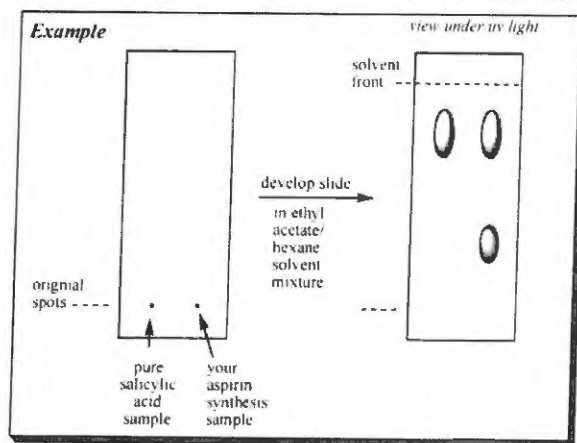
Worked with: _____

4. Analysis**a. Thin Layer chromatography (tlc)**

(i) Spot test (use methanol as solvent) under ultraviolet light; describe any difference in appearance:



(ii) TLC slide development. Perform the TLC analysis outlined here, and give a sketch of your results.



sketch of your results

b. Melting PointObtain the following melting point *ranges* as indicated.

salicylic acid _____ °C (literature)

salicylic acid _____ °C (experimental)

acetylsalicylic acid (aspirin) _____ °C (literature)

acetylsalicylic acid (aspirin) _____ °C (experimental)

Note: Experimental values are almost always *lower* than the literature values.
Even a small amount of impurity tends to lower melting points.



Melting Point Apparatus

c. Nuclear Magnet Resonance (nmr) Hydrogen (H-1) Spectra

There are three hydrogen nmr spectra to look over: the two reactants (1) acetic anhydride and (2) salicylic acid, and that of the (3) proposed aspirin product. Comment on whether or not the spectrum of the product is different from that of the reactant(s). Looked at in another way, how are the spectra of the reactants similar to the spectrum of the product? (A structural feature of acetic anhydride should be found in the aspirin product.) What can you conclude?

- 6,7. Summary/Conclusion** *You and your partner(s) are to first write your summary/conclusion drafts in your lab notebooks, agree upon the wording, and have your final version check by your instructor/teaching assistant (and maybe rewritten) before copying the final version here below. Try to use the **passive voice and no personal pronouns (I, we)** in your writings.*

Discuss your results. Based on each of your analyses—tlc, mp, and nmr—is your product different from the reactant (salicylic acid)? Is there any evidence that your product may be impure; that is, that it be a mixture of reactant and product? Could your product be (or contain) aspirin? Be specific in systematically presenting your evidence.

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	Latin American Studies
Course Number, Title, Credits	LTAM 1110: Introduction to Latin American Studies
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	No
Name and Title of Contact Person	Brandon Morgan; Cluster Chair and discipline coordinator for LTAM
Email and Phone Number of Contact Person	

Was this course previously part of the general education curriculum?

☐ Yes ☒ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

N/A

List all learning outcomes that are shared between course sections at your institution.

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

A. Describe the unique cultural and social traditions in the region

B. Identify the principal events, problems, and concerns faced by Latin Americans today within a cultural and

historical context

C. Evaluate the role of race, class, and gender in the creation of Latin American societies

D. Analyze the impact of colonialism on the construction of unique Latin American societies, and on the region's indigenous peoples

E. Interpret the political, cultural, and environmental developments that have contributed to interrelations among current Latin American communities and nations

Institution-specific Student Learning Outcomes

N/A

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

Regularly over the course the semester, students read academic articles, listen to relevant podcasts (e.g. Radio Ambulante), and/or view relevant film clips on the given theme for that two-week unit (e.g. Latin American history, environment, economics, culture, literature, etc.). Either in-class or online via Slack (depending on the delivery mode), students first work individually to identify the genre and academic writing medium of the assigned works; then, they work in small groups to discuss the authors' argument(s) and to pose an analytical question about the materials. At the end of the discussion, students submit in writing a report on their collaborative discussion in which they also addressed the analytical question they formulated together. These assignments require students to apply what they have read, listened to, or viewed in various ways, including factual and practical applications of the ideas, events, and issues they encountered.

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

The capstone assignment for this course is a Geography Assignment (see attached) that requires student work in stages over the course of the semester. For the first stage (the Initial Tour), students work to formulate their own answer to the problem of how to define a region as diverse and varied as Latin America. They choose locations that indicate the historical, cultural, social, economic, political, etc., limits of the region. The next steps require students to locate credible and reliable sources that provide evidence for the way they've framed their tour. In our class discussions and during the peer-review stage of the project, students explain why they've found their evidence to be both credible and reliable. Students also provide feedback to one another regarding the modes they've chosen to evaluate and present their evidence in the tour. Finally, students revise and complete their tours for submission and they complete a reflective and evaluative blog post (on their personal blog that they've set up for another class assignment) that assesses the ways they defined Latin America through their evaluation of evidence about the geographic sites they've chosen to present.

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

N/A

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

In the course of completing the attached capstone Geography Assignment, students show their recognition and understanding of intercultural reasoning and competence, the ways that the natural and built worlds have been shaped by historical and political trends, and how civic knowledge and engagement function at local and regional geographic scales. For example, student-chosen themes for the assignment have included the geography of indigenous women's weaving cooperatives, the problem of water and resource extraction in Latin America, and the patterns of migration across the region, among others. Each of those are major, ongoing civic and cultural issues in Latin America today. In designing and evaluating their own questions about these issues, students foster a stronger knowledge of how intercultural reasoning that accounts for sustainability and ethics impacts the real lived experiences of varied groups of Latin Americans. They also work in collaboration in the peer-review stage of the project to learn from the questions that others have posed and to evaluate peers' engagement with questions of personal and social responsibility that are relevant at the present moment as well as historically.

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

N/A


E. Supporting Documents

☒ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

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

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer

1/24/19

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Geography Assignment

LTAM 1110

Learning Competencies: Locate and identify key places in the physical, human, and built environments of Latin America. Define the limits of the region by identifying an analytical focus for a tour of specific geographic locations. Create an in-depth, digital tour of the sites you've identified using Google Earth Tour Builder.



Rather than give you a static map worksheet or map quiz, to help us better explore the geography of Latin America you will create your own tour of the region using Google Earth Tour Builder. I chose that particular tool because it is intuitive and relatively easy to use, and it gives us the power to create detailed, annotated digital maps. With Tour Builder you will do much

more than mark off a few places on a map. You will also add images of the places in your tour, articles or other online sources that provide more information about each place, and you will explain why you chose them/think that they are important to the geography of Latin America in terms of their historical, political, cultural, social, economic, etc., significance. We will work on this assignment in stages over the entire semester, and the final version will serve as the final project for the class (in lieu of a final exam).

To get started, go to [Google Earth Tour Builder](#). If you don't already have a Google Account, you'll need to create one in order to save your work. Then, follow the steps to create a new tour.

The assignment will be completed in three stages:

- Initial tour, due October 14 (worth 5% of the semester grade)
- Peer review, due November 18 (worth 10% of the semester grade)
- Final tour, due December 7 (worth 20% of the semester grade)

Initial Tour: In this step, you'll decide which places you would like to include in your tour. If you're not quite sure, review the maps included in the last couple pages of these instructions, think about the places we study in class, and brainstorm with me or your classmates to make your decisions.

As a minimum, you **must include a total of 15 locations in your tour**. Roughly half should be physical sites (rivers, mountains, lakes, etc.), and the other half should be

political/built sites (cities, towns, skyscrapers, etc.). I realize that 15 is an odd number; it's okay if you include, for example, 9 physical sites and 6 political ones as long as the balance is *roughly* half and half. If you would like to include more than 15 sites, please feel free to do so. This video tutorial will show you how to use Google Tour Builder. Here's a link to the example I referenced in the tutorial.

For the Initial Tour (first step in the assignment), you only need to create a Google Earth Tour, choose your locations, and place them on your tour. You don't need to fill in the information for each site at this point--that will come next.

Peer Review: By the due date for this part of the assignment, you will need to have completed the entries for 7-8 of your 15 tour sites and provided a review of the other tours for the classmates in your group.

A completed entry must include the following:

- 2-3 paragraphs describing the site in terms of either its historical, cultural, political, geographical, or economic, etc., significance
 - Address the category that best fits the site. For example, Mexico City could be evaluated in any of these categories--you only have to choose the one that most interests you for your entry. I might discuss the city's historical significance since I'm a historian.
 - In particular, be sure to explain why the site is significant to Latin America's geography. Why should all of us know something about the place if we want to truly understand Latin America?
- 2-3 images that illustrate the site. These can be personal photos or images, paintings, maps, etc., that you find online.
- 1-2 links to credible and reliable articles, blog posts, etc., that provide additional information on the site. These can be the sources that you used to write your post.

Be as creative as you can with this assignment and be sure to write each of your entries in your own words. It's not acceptable to copy and paste sections of the articles you've found.

Following the submission of the Initial Tour, I will place you in groups of 3-4 by creating group-specific channels in our Slack workspace (you'll receive an invitation to the channel for your group). In addition to completing roughly half of your tour by November 18, you also need to provide feedback on the tours of the other members of your group. You'll have access to their tours via Slack and you'll use the group channel to write your feedback to one another. In your feedback, point out the strengths of the tour you're reviewing and offer at least one piece of constructive criticism by providing one specific suggestion for improvement.

Final Tour: By the due date for this last stage of the assignment, you need to complete all 15 of your entries, review and revise your work based on the feedback you received from your peers and from me, and write a blog post that evaluates what you learned in the process of creating your tour.

Specifically, your post should address the following:

- What were your general impressions of the project in terms of expectations and use of Google Earth Tour Builder?
- How working on the tour helped you to better understand Latin America as a region.
 - In what ways has your tour helped you articulate a clear definition of Latin America?
- What specific insights you gained about particular places through your work on the tour
 - Did you notice any particular subregions within Latin America? What distinguishes them from the larger area that we call Latin America?
- What geographic or cultural questions or issues would you still like to explore in more detail?
- In sum, what are the most important things you'll take away from this project and from the class as a whole?

Include a link to your Google Earth Tour in your blog post, and post a link to your blog post in the #geography_assignment channel in Slack to submit your work. Here are examples from a past class (used with permission): Trinidad Lucero--[tour](#). Celina Crimella--[tour](#), [blog post](#).

Philosophy:

I purposely did not provide you with a list of sites to identify in your tour for a couple of reasons. First, any list of "key sites in Latin America" would be subjective and would reflect my own (or a mapmaker's) preferences. Rather than make you identify the things I find interesting, I want you to find your own path through the region. Second, by locating your own key sites, you will need to think about what makes a place important and explain that significance to the rest of us in specific terms. In other words, your tour will be a subjective list of important sites in the region so you will need to make a case for why each of your sites constitutes a significant place. The concepts of "space" and "place" are central to the study of geography; you will consider what those mean in Latin America. (For other sources on space and place, see [this wiki site](#) and [Yi-Fu Tuan's classic introduction to the topic](#).)

Having said all of this, I understand that some of us may have very little prior knowledge of Latin America from which to decide which places to choose. As I did in my example in the video tutorial, start with places that you have visited, that you would like to visit, or that have some sort of meaning to you. To help, I've attached a

physical and political map of Latin America to the end of this document. If you need help, look those over to identify places you might want to include in your tour.

(Image Credit: Iguazu Falls, border between Paraguay, Argentina, and Brazil--via Google Earth/Panoramio)

Assignment Rubrics:

Peer Review:

Levels of Achievement				
Criteria	Proficient	Competent	Needs Improvement	Incomplete
Entries	7 to 7 points At least 7 entries complete with a specific theme to focus the description, including the site's significance; 2-3 images or videos; at least 1 link to a credible source	5 to 6 points At least 5 entries complete with a specific theme to focus the description, including the site's significance; 1-3 images or videos; at least 1 link to a source	0 to 4 points At least 3 entries complete with a specific theme to focus the description, including the site's significance; 1-3 images or videos; at least 1 link to a source	0 to 0 points No entries
Peer Review	3 to 3 points Specific, thoughtful response to each of the people in your group, including each tour's strengths and one specific suggestion for improvement	2 to 2 points Response to each of the people in your group, including each tour's strengths and one specific suggestion for improvement; all feedback may not include all required elements	1 to 1 points Response to some of the people in your group, including some strengths and one specific suggestion for improvement; several elements may be missing	0 to 0 points No peer review

Final Tour:

Levels of Achievement				
Criteria	Proficient	Competent	Needs Improvement	Incomplete
Site Entries	9 to 10 points 15 or more complete site entries; use of a specific theme to focus each one; description of each site's significance in specific terms	7 to 8 points At least 12 complete site entries; use of a specific theme to focus most entries; description of most sites' significance in specific terms	5 to 6 points At least 10 complete site entries; use of a specific theme to focus some entries; description of some sites' significance in specific terms	0 to 4 points Most entries are incomplete
Media	3 to 3 points Each entry includes 2-3 images or videos and at least one link to a credible outside source	2 to 2 points Most entries include 2-3 images or videos and at least one link to a credible outside source	1 to 1 points Some entries include 2-3 images or videos and at least one link to a credible outside source	0 to 0 points Most entries are missing media
Reflective Blog Post	7 to 7 points Reflective blog post addresses each question in specific detail with examples from the tour and other class materials	5 to 6 points Reflective blog post addresses most questions in specific detail with some examples from the tour and other class materials	4 to 4 points Reflective blog post addresses most questions in some detail with few examples from the tour and other class materials	0 to 3 points Incomplete or no blog post

Latin America Physical Map:



Latin America Political Map:

Latin America



NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	Political Science
Course Number, Title, Credits	POLS 1110, Introduction to Political Science, 3
Co-requisite Course Number and Title, if any	IRW 0980 or CSE 1101
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	Anip Uppal, Instructor, Political Science
Email and Phone Number of Contact Person	auppal@cnm.edu; 505-224-4000 Ext. 53006

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

POLS 1110 Introduction to Political Science

List all learning outcomes that are shared between course sections at your institution.

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

1. Construct reasoned civic discourse to advocate a stance or examine alternate positions. 2. Identify fundamental concepts and theories in political science. 3. Analyze data and information in order to gain a deeper understanding of the material. 4. Articulate

how the public are influenced by politics. 5. Identify and compare government systems from democracy to authoritarian, as well as models of analysis of contemporary international relations.

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

Throughout the semester, students work in groups and pairs to practice applying introductory political theory to contemporary, relevant, events at the city, state, national, or global level. After students read and we discuss, in class, various concepts and theories, as well as discuss research from different political orientations, students get into groups, are assigned a position/stance (i.e. for or against, liberal, moderate, conservative) and instructed to discuss how a particular theory or concept relates to a specific topic. Student teams then have the opportunity to debate with others who were assigned an alternative stance. This, and other similar oral/written assignments that require students to form a theoretically-driven argument reinforce that successful communication on what are often heated topics requires well-rounded knowledge of research, theory, and alternate explanations or arguments. In all in-class oral and written work, students are assessed on their ability to construct a sound argument or conclusion, and advocate for their stance while recognizing the validity of alternative explanations. As the semester progresses, students are assessed on the quality, clarity, and relevance of their arguments as well as how well they rely on fundamental political theory and concepts to support their arguments.

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

This course is designed to intentionally provoke students to challenge their preconceived notions about political fact versus opinion, discern how politics can influence a population as well as influence global dynamics. For example, students are given writing assignments several times during the semester that challenge them to respond to an issue by clearly connecting political theory, explaining how forms of government and/or international issues/relationships shape actions/reactions. The writing prompt and instructions remind students that a quality submission will include relevant research on concepts and the issue at-hand. Further, each written submission should at least recognize one or more specific, alternative points of view or examples. These writing assignments allow the instructor to assess students' ability to critically think through real-world issues using a political scientist's tool-kit, discern fact from opinion, and choose the most appropriate, accurate, evidence to support their response(s).

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 the outcomes of the third essential skill. 200 – 300 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*

Through readings, discussions, and debates, students analyze the positive and negative impacts of globalization within their respective community, home country, and on global populations. Students are challenged, and ultimately required to demonstrate their understanding of intercultural reasoning and intercultural competence. For example, students conduct in-class debates and discussions on articles chosen by the instructor (from supplementary sources such as "The Economist," or "The Atlantic" that underscore the importance of being up-to-date on current issues and provoke critical reflection on the ethics of civic responsibility. In this course, a recurring theme of discussion is analyzing how social media is reshaping the socio-economic and cultural landscape of the 21st century. This re-shaping has contributed to the creation of a multi-cultural environment and the creation of political opportunities as well as political challenges. Bridging a contemporary medium that most students are intimately familiar with and has, recently, taken center-stage in U.S. and global politics, with discussions and assignments designed to enhance intercultural reasoning, sustainability and ethical reasoning allows instructors to assess students' ability to apply the fundamental knowledge of political science to their daily lives.

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 the outcomes of the third essential skill. 200 – 300 words.

E. Supporting Documents

☒ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

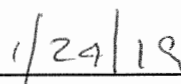
F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Position Presentation: To ensure we cover relevant topics outside the text as well as have a lively and informative discussion on an array of issues, you will work with your partner to develop and present a well-constructed and researched argument/position using PowerPoint or Prezi. Each presentation will be 6-8 minutes in length followed by a structured question/answer period during which the presenters will answer instructor and student questions. Each set of partners will present on a different topic based on our supplementary text: *Taking Sides: Clashing Views on Political Issues*. Available topics can only be chosen during an office-hours meeting with the instructor.

After the topic is selected, each partner is required to submit their research and notes on the topic by the due dates posted in Blackboard. Notes on your research must include: 1) a full MLA citation to the source(s), 2) a sentence that explains why this source is appropriate and relevant to your argument, and 3) the major sub-issue that the source supports or refutes.

Once you have selected the topic, develop your presentation around three major sub-issues that you and your partner deem most relevant. Some examples of sub-issues include: socio-economic disparities, sustainability, international implications, globalization, etc.

Construct your presentation using a point – counter-point argumentative format (the first student states their position - immediately followed by the second student's response to that position. The second student then moves to state their position and the first student counters in response).

Students may use a notecard or one sheet of paper with notes to support their position(s).

When the presentation ends, the instructor will call on at least one student from the classroom audience to either pose a question to the presenter(s) or offer a constructive comment on the presentation.

There will then be an open question/answer period during which the presenters should be prepared to use political science concepts, theory, and/or research in their answers.

Grades will be assessed individually using the attached grading rubric.

The presentation will be worth 6% (30 points) of your final grade. *It is mandatory for all students to attend class on the scheduled dates for the position presentations. Failure to do so will result in a deduction of 5 points per class session that is missed. Failure to present will result in a zero (0) on the position presentation.*

Position Presentation – Grading Rubric

	Not Addressed or lacking in insight/elaboration (0-2 points)	Needs Improvement (2.25 points)	Meets Expectations (2.5 points)	Exceptional (3 points)
Primary issue is clearly stated				
Sub-issue #1 is relevant and clearly stated				
Sub-issue #1 is meaningfully connected to the primary issue using appropriate evidence				
Sub-issue #2 is relevant and clearly stated				
Sub-issue #2 is meaningfully connected to the primary issue using appropriate evidence				
Sub-issue #3 is relevant and clearly stated				
Sub-issue #3 is meaningfully connected to the primary issue using appropriate evidence				
PowerPoint or Prezi reinforces the most pertinent information on the topic and sub-topics				
The oral presentation of information appears rehearsed and student's answers are evidence of a well-prepared position				
The oral presentation is 6-8 minutes in length				

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	Political Science
Course Number, Title, Credits	POLS 1120, American National Government, 3
Co-requisite Course Number and Title, if any	IRW 0980 or FYEX 1120
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	Anip Uppal, Instructor, Political Science
Email and Phone Number of Contact Person	auppal@cnm.edu, 505-224-4000 Ext. 53006

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

POLS 1120, American National Government

List all learning outcomes that are shared between course sections at your institution.

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 institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

This course is designed to connect current political and government events with fundamental U.S. government and political research/knowledge. Students are challenged at the beginning of each class session to apply, and at times pivot, their explanations or positions on current events based on historical evidence of government, branches of the government, and roles of all actors. Instructors encourage students to succinctly and clearly express (in writing, or in discussion) ties, parallels and emerging nuances to political party development/changes, civil rights evolution, and constitutional issues from the past to modern current events. As students respond to various discussion and writing activity prompts, we reinforce the practice of evaluating diverse (at times contradictory or inconsistent) messages to U.S. residents, and the world, that are disseminated through print, media, social media, and academic textbooks/peer-reviewed works. Throughout the semester, regular activities requiring students to form proper arguments and orally, or in writing, defend their position(s) on- often controversial- subjects builds student skills in producing their own arguments, evaluating their own arguments and raises their competency in evaluating the arguments of others. Students' skills are assessed and reassessed throughout the semester using grading rubrics on written work as well as on assigned oral presentations/debates. Instructors are, specifically, evaluating students' proficiency/mastery in dissecting messages across different media, evaluating messages for accuracy in accordance with the historical and political form/function of the U.S. government and politics, as well as student growth in producing and evaluating their own arguments on a given topic.

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

Within the frameworks of political and governmental structures, their operation, actors, and roles in shaping both public opinion/behaviors and the media, students are given individual and group activities that require different levels of scholarly research/reasoning to support, refute, or explain current political events. Instructors expect students to build their research and critical thinking skills by examining topics from specific points of view, during various historical contexts, and using political science frameworks. Large group discussions, small group activities and individual assignments are assessed by instructors using grading rubrics in tandem with more informal assessment techniques (i.e. Socratic methods) to evaluate students' proficiency/mastery in the identification of relevant political/government concepts, issues, and their relationship to our current understanding of state power/social

contracts.

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 the outcomes of the third essential skill. 200 – 300 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*

This political science course focuses on the importance of understanding the reciprocal relationships between public participation in government/the polity and government/the polity shaping public opinion and participation. Students are constantly challenged to consider what has shaped their opinions, values and ideology while intentionally connecting how the actions of individuals and the nation state influence other cultures, sustainability and global issues. Using large group discussions, in-class activities, and structured debate assignments, students take different roles and must defend various arguments or positions while considering how their position can influence meso and macro-level change. Instructors intentionally design assignments and activities that allow for the assessment (formal and informal) of students' ability to work in groups with one another in class as well as with community groups, respectfully and professionally engage with classmates and others in discussions/participation related to the importance of (with respect to ethnics, sustainability, and social consequences) civics.

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 the outcomes of the third essential skill. 200 – 300 words.

E. Supporting Documents

☒ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

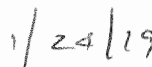
F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____

Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____

Date

Small Group In-Class Discussion Activity

After reading an assigned supplementary article on the Black Lives Matter campaign/movement, as well as assigned textbook readings on the evolution of civil rights and civil liberties, students are placed into groups of 4 or 5. Each group moves around the classroom space to dry erase pages that are attached to the wall.

Each group chooses a dry erase marker (the color becomes their group name), and members of the group write their names on a sheet of loose-leaf paper with the group name clearly written above student names (this allows the instructor to assess group participation as well as critical thought/application related to the learning outcomes of this activity).

Instruct student groups to spend 5-10 minutes moving to each post-it, discussing a response to the question/statement, writing their group response and responding with constructive feedback or a question to one other group's written response. At the end of the activity, students return to their seats and, using the rubric below, grade their own, and their group member's, contributions. **Example rubric should be modified according to the number of students in each group**

Supplies:

6 large dry-erase post-its
5-6 dry-erase markers

Statements/questions that instructor must write on post-its prior to the class session:

- What did "We the People" mean when our founders wrote those words?
- How has "We the People" evolved over time?
- Briefly provide two position statements on the phrase "We the People" from the liberal historical point of view and two position statements on the phrase "We the People" from the conservative point of view.
- Does "We the People" mean the same thing in 2019 as it did in 1789
- List three similarities and three differences between the evolution of BLM and founders' reasoning for the ratification of the Bill of Rights
- Provide one example of how the phrase, "We the People" unifies a population, and one example of how the phrase "We the People" divides a population

Small Group Activity Rubric

My Name:		Did not do, or did not try very hard (0-1 point)	Did an okay job (1.5-2.5 points)	Could not have gotten through this activity without them! (3 points)
	Used the context of history to give a critical and thoughtful suggestion			
	Added information from our readings and lectures to help us think about the statements/questions			
	Allowed others to offer suggestions			
	Listened carefully to other's suggestions and was encouraging even if being critical			
	Offered at least one suggestion at each post-it			
Group Member's Name:				
	Used the context of history to give a critical and thoughtful suggestion			
	Added information from our readings and lectures to help us think about the statements/questions			
	Allowed others to offer suggestions			
	Listened carefully to other's suggestions and was encouraging even if being critical			
	Offered at least one suggestion at each post-it			

Instructor's feedback:

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SUSANA MARTINEZ
GOVERNOR



DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution: New Mexico Highlands University

Department: History and Political Science

Course Number, Title, Credits: POLS1S1, American National
Government, 3

Co-requisite Course Number and Title, if any

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

NO

Name and Title of Contact Person

Email and Phone Number of Contact Person:

erodriquez@nmhu.edu 505-454-3214

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

POLS1120 American National Government

List all learning outcomes that are shared between course sections at your institution.

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.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

Students will improve on their listening and communication skills through developing, interpreting, and expressing ideas. Through lectures, class discussion and debate, required class reading, documentaries, and news commentaries, students will be able to understand and discern facts and opinions to critically analyze political information. Written assignments, individual and group projects, or oral presentations provides students the opportunity to demonstrate effective communication of a basic knowledge of American political governance, Democratic deliberation and collective decision-making.

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

Students will hone their critical thinking skills and their ability to critically evaluate the American political environment and explain the development of constitutional democracy. Class reading, lectures and discussions will permit students to gather, analyze, evaluate, and synthesize information relevant to political issues. Writing assignments and quizzes assess if the student can think critically about American politics and governance.

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 the outcomes of the third essential skill. 250 – 500 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*

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 these activities, students will gain a better understanding of community issues and resources, and develop a familiarity with local, state and federal governmental entities. By cultivating a connection between students and community, students will develop a sense of social responsibility for the creation of a health community while maintaining tradition, i.e. culture, language. Reflective writing assignments assess if the student can demonstrate specific knowledge of American civic and political life.

Personal Responsibility-- Students will gain the skills necessary to understand and evaluate political choices and outcomes. Students will demonstrate an understanding of different strategies for political participation and knowledge of rights and responsibilities of citizenship. Reflective writing samples based on lectures, class discussion, required class readings, and assigned movies assess if the student understands ethical decision making and responsibilities as a citizen.

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 the outcomes of the third essential skill. 250 – 500 words.

E. Supporting Documents (required).

☐ Syllabus Attached ☒ Sample Assessment Attached

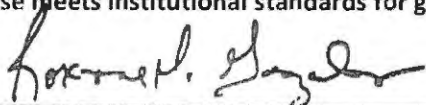
F. Assessment (Must be on file with HED by August 1, 2019)

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

G. Relationship between Institutional Assessment Plan and this Course

In this box, explain how this course fits in your institution's general education assessment plan. Max 500 words.

This course meets institutional standards for general education.



Signature of Chief Academic Officer

12/07/18

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

New Mexico General Education Curriculum Course Certification Instructions

A. Institution and Course Information

Fill in the table provided with institutional and course information. Include the name, title, and contact information for a faculty member who will be available to respond to questions about the course and provide supplemental material.

B. Content Area and Essential Skills

The defining characteristic of a New Mexico general education course is its focus on essential skills. Three essential skills are associated with each of six content areas, as shown in the table below. Faculty teaching courses within any given content area must work to instill the three related essential skills in their students while also addressing content and skills associated with the particular course.

Each of the essential skills listed in the table below is linked to a general education essential skills rubric on the New Mexico Higher Education Department Website.

ALIGNMENT OF ESSENTIAL SKILLS TO CONTENT AREAS WITHIN THE NEW MEXICO GENERAL EDUCATION CURRICULUM	
General Education Content Area	Skills associated with the content area
Communications	<u>Communication</u> <u>Critical Thinking</u> <u>Information & Digital Literacy</u>
Mathematics	<u>Communication</u> <u>Critical Thinking</u> <u>Quantitative Reasoning</u>
Science	<u>Critical Thinking</u> <u>Personal & Social Responsibility</u> <u>Quantitative Reasoning</u>
Social & Behavioral Sciences	<u>Communication</u> <u>Critical Thinking</u> <u>Personal & Social Responsibility</u>
Humanities	<u>Critical Thinking</u> <u>Information & Digital Literacy</u> <u>Personal & Social Responsibility</u>
Creative and Fine Arts	<u>Communication</u> <u>Critical Thinking</u> <u>Personal & Social Responsibility</u>

On the certification form, check the box of the content area to which the course will be added. Then check the boxes next to the three essential skills associated with that content area.

Note: If proposing a course that does not fall within a single General Education content area (as part of your institution's flexible nine), including interdisciplinary courses, select any three of the five essential skills from the table above for association with course learning outcomes.

C. Learning Outcomes

List all shared learning outcomes for the course. Shared learning outcomes are those that are common to all sections offered at the institution regardless of instructor and may include outcomes that are not related to essential skills. In Section D, you will be asked to demonstrate how learning outcomes from the shared outcomes list address the essential skills associated with the selected content area.

***Note:** Shared learning outcomes should be provided to all course instructors for inclusion in their course syllabi.*

D. Narrative

In the boxes provided, write a short (less than 500 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Please refer to the general education essential skills rubric on the New Mexico Higher Education Department Website when completing the narrative portion of the form.

E. Supporting Documents

Attach a sample syllabus for this course. The syllabus should include a complete schedule of class meetings, topics to be covered during the class meeting, required reading for each class, a schedule of assignments and exams, general education learning outcomes, other course learning outcomes, and all other elements required by your institution for syllabi.

Attach a sample assessment. The assessment should illustrate how the essential skills are assessed within the context of the content area.

F & G. Assessment Narrative

Provide a link to a description of your institutional plan for assessment of general education learning outcomes. Describe the relationship between this course and your institution's general education assessment plan.

***Note:** A copy of your institution's general education assessment plan and how this course fits into that plan should be provided to all instructors for the course.*

American National Government
Sample Assignment/Assessment
Interest Group Activity

Directions: Using the Public Citizen website (www.citizen.org), search the term “honest leadership” in the search box to find the “Detailed Comparison of the Lobbying Laws . . .” link (<http://www.citizen.org/documents/HLOGA-2007.pdf>), which includes a comparison chart of the reforms made under the HLOG Act (2007). Go online to Open Secrets.org and select one group of interest or concern to you (e.g., the environment, civil liberties, or gun control). Then visit the group’s website to view their cause and goals (i.e. they are an environmental group concerned with the depletion of regional aquifers). Using the document “Detailed Comparison of the Lobbying Laws,” and Chapter 6 of the textbook create a plan to lobby members of Congress that conforms to the HLOG Act.

Link to Essential Skills

Critical Thinking

Communication

Social Responsibility

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DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution: **New Mexico Highlands University**

Department: **Psychology**

Course Number, Title, Credits: **PSYC 101, Psychology & Society, 3**

Co-requisite Course Number and Title, if any: **N/A**

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

Name and Title of Contact Person: **Linda LaGrange, Department Head, Professor of Psychology**

Email and Phone Number of Contact Person: **lagrange_l@nmhu.edu: 505-454-3578**

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

PSYC 1001, 3 credits, Introduction to Psychology

List all learning outcomes that are shared between course sections at your institution.

The Academic traits expected of all NMHU graduates are as follows:

1. Mastery of content knowledge and skills
2. Effective communication skills
3. Critical and reflective thinking skills
4. Effective use of technology

The Core Course Objectives are as follows

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.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

Communication will be assessed through the discussion component of the class, which is held generally after each class with a classroom of 15-20 students, split up from their larger classes. In these discussion sections, they will meet for 50 minutes a week and explore application of the topics covered in class, how they apply to their day to day lives and they will hold a 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 discussion classes to help build and facilitate those lines of communication. Assessment in the discussion questions will be made using a ++, +, -, -- system (++: All comments demonstrate a depth of consideration (with at least some comprehension) of the readings and shows evidence of critical thinking. +: Comments are generally adequate and evidence of some critical thinking. -: Some comments are brief or some but not all comments are adequate or thoughtful. --: Comments are brief, evident of only superficial perusal of the assignment, are off-topic, etc.) A rubric will be developed based on all ++'s being a 100% and will assess success with 70% of the students in the class scoring a satisfactory (C+) on discussion (majority +'s and ++'s and would allow for some - grades). The assignment will be graded on an A through F scale and assessment will be determined with the goal of 70% of students scoring a C or higher on the final paper.

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

Both the final assignment and discussion classes will revolve around critical thinking exercises. The majority of chapters will have students approaching a number of open ended questions to aid in discussion sections. 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 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 (see attached syllabus and objective handout attached)

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

N/A

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

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 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.

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

N/A

E. Supporting Documents (required).

☒ Syllabus Attached ☒ Sample Assessment Attached

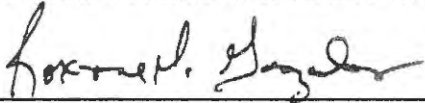
F. Assessment (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan Click here to enter text.

G. Relationship between Institutional Assessment Plan and this Course

In this box, explain how this course fits in your institution's general education assessment plan. Max 500 words.

This course meets institutional standards for general education.



Signature of Chief Academic Officer

01/22/2019

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

New Mexico General Education Curriculum Course Certification Instructions

A. Institution and Course Information

Fill in the table provided with institutional and course information. Include the name, title, and contact information for a faculty member who will be available to respond to questions about the course and provide supplemental material.

B. Content Area and Essential Skills

The defining characteristic of a New Mexico general education course is its focus on essential skills. Three essential skills are associated with each of six content areas, as shown in the table below. Faculty teaching courses within any given content area must work to instill the three related essential skills in their students while also addressing content and skills associated with the particular course.

Each of the essential skills listed in the table below is linked to a general education essential skills rubric on the New Mexico Higher Education Department Website.

ALIGNMENT OF ESSENTIAL SKILLS TO CONTENT AREAS WITHIN THE NEW MEXICO GENERAL EDUCATION CURRICULUM	
General Education Content Area	Skills associated with the content area
Communications	Communication Critical Thinking Information & Digital Literacy
Mathematics	Communication Critical Thinking Quantitative Reasoning
Science	Critical Thinking Personal & Social Responsibility Quantitative Reasoning
Social & Behavioral Sciences	Communication Critical Thinking Personal & Social Responsibility
Humanities	Critical Thinking Information & Digital Literacy Personal & Social Responsibility
Creative and Fine Arts	Communication Critical Thinking Personal & Social Responsibility

On the certification form, check the box of the content area to which the course will be added. Then check the boxes next to the three essential skills associated with that content area.

Note: If proposing a course that does not fall within a single General Education content area (as part of your institution's flexible nine), including interdisciplinary courses, select any three of the five essential skills from the table above for association with course learning outcomes.

C. Learning Outcomes

List all shared learning outcomes for the course. Shared learning outcomes are those that are common to all sections offered at the institution regardless of instructor and may include outcomes that are not related to essential skills. In Section D, you will be asked to demonstrate how learning outcomes from the shared outcomes list address the essential skills associated with the selected content area.

***Note:** Shared learning outcomes should be provided to all course instructors for inclusion in their course syllabi.*

D. Narrative

In the boxes provided, write a short (less than 500 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Please refer to the general education essential skills rubric on the New Mexico Higher Education Department Website when completing the narrative portion of the form.

E. Supporting Documents

Attach a sample syllabus for this course. The syllabus should include a complete schedule of class meetings, topics to be covered during the class meeting, required reading for each class, a schedule of assignments and exams, general education learning outcomes, other course learning outcomes, and all other elements required by your institution for syllabi.

Attach a sample assessment. The assessment should illustrate how the essential skills are assessed within the context of the content area.

F & G. Assessment Narrative

Provide a link to a description of your institutional plan for assessment of general education learning outcomes. Describe the relationship between this course and your institution's general education assessment plan.

***Note:** A copy of your institution's general education assessment plan and how this course fits into that plan should be provided to all instructors for the course.*

**Psychology 100 level
New Mexico Highlands University
Assessment Information and Application to
Core Objectives**

New Mexico Core Course Objectives:

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.

Essential Skills Addressed:

I might be missing it but they don't note in the course book for psychology which 3 we should pick. I would recommend **Communication** which would be covered by discussion sections, critical thinking questions, and the assignment; **Critical Thinking** which would be assessed by opened ended questions demonstrating knowledge in the critical thinking discussions and in the assignment; and **Personal and Social Responsibility** which can be demonstrated in the assignment by having students use their knowledge responsibly to solve a real world problem they identify in their community or beyond.

Objective 1 and 4 Assessment

Discussion Sections (Course Objective 1 and 4): Your discussion section will meet once a week for 50 minutes. The discussion section is your chance to ask questions and discuss the material presented in lecture and in the book outside of the class setting. Attendance and participation in your discussion section will be graded and will contribute to your overall course grade.

Critical Thinking Questions (Course Objective 1 and 4): In addition to in class quizzes, in order to help you better understand the material and aid in the discussions that will follow lecture. Each topic covered will have a critical thinking question. You will need at the very least your book and knowledge to answer the question, however online materials, research articles, and anything else can be used to complete the task. These should be a solid paragraph and typed (12pt. Times New Roman, double-spaced) and turned in at the beginning of the discussion section. It is important to note that there may not be one correct answer and these questions are meant for you to demonstrate your knowledge and reasoning skills. Grading scale is below

****Traits 1-4****

++: All comments demonstrate a depth of consideration (with at least some comprehension) of the readings and shows evidence of critical thinking.

+: Comments are generally adequate and evidence of some critical thinking.

-: Some comments are brief or some but not all comments are adequate or thoughtful.

--: Comments are brief, evident of only superficial perusal of the assignment, are off-topic, etc.

Penalties: If comments are submitted after the deadline, marks will be given at the instructor's discretion but will not exceed a mark of +. If comments are not submitted more than a week after the normal deadline, an automatic "--" will be assigned.

Marks	Pts
All ++	100
75-99% ++	95
50-74% ++	92
25-49% ++	90
1-24% ++	87
0% ++	84
EVERY instance of "--" will result in a loss of 5 points EVERY instance of "---" will result in a loss of 10 points	

Assessment Goals: 70% of Students will achieve an average score of satisfactory (C+) on discussions related to content, research, and discussion/critical thinking questions related to course materials over the course of the semester. Rubric above will be used to assess communication, critical thinking, and social responsibility through the level in which students are able to apply the information, communicate is concisely, and apply it to real world problems and their own lives.

Essential Skills Component: These tasks will first and foremost allow the student to practice articulating and speaking on a variety of topics in psychology and allow the instructor to offer feedback on the quality and content of this communication. Additionally, it will allow the students to communicate those ideas and engage in more broad discussions with the rest of the class. Second, they will have the students thinking critically about the topics they cover in class, going beyond just regurgitation of information to explaining them in the context of a variety of situations. Finally, these situations they will need to apply and think about regarding their topics, in situations and contexts close to day-to-day lives with the goal to make them more aware of these processes in the world around them and how they offer insight into improving positive behaviors and situations and reducing negative ones.

Objective 2 Assessment

Quizzes (Objective 2): There will be a short 5-point quiz every class or discussion. These quizzes will be multiple-choice and will cover material from lecture, the text, and any assigned readings. They are there for your review and to aid in test prep as you may see some questions again. These will be given at the end of class or the start of the discussion sections and review material from the previous lecture. They will be open notes and you will have ~10 minutes to complete them. **Traits 1-3***

Tests (Objective 2): (3 @ 100 points each) This course includes 3 (three) tests. Each test will cover material presented in three to five chapters, plus any additional reading and lecture materials. Each test is worth 100 (one hundred) points. There will be two within-term exams and one final (but non-cumulative) exam, all of which will be weighed equally. The exams will be in multiple-choice/short answer format and you will have 1 hour to complete the test. We will likely have lecture following due to the nature of the class meeting once a week. **Traits 1-3***

Assessment Goals: 70% of students will achieve an average test grade of C (averaged across all examinations). As an alternative to this we could require a cumulative final and report total

number of students who pass the cumulative final made up of a number of questions representative of all material covered. Essential skills will be assessed through final grade based on number of items correct on a 100 point scale.

Essential Skills: The quizzes and tests will work to meet the essential skills more in depth by allowing time for students to understand and communicate their difficulties and add to discussion by reviewing material missed in open discussion. Additionally, it will have the students communicating ideas and concepts through short answer/brief essays. These questions will be a mix of basic information and contextual questions to again, get the students to think about the questions in context. While a question asking about classical conditioning may be definitional, additional questions discussing classical conditioning in the context of PTSD will aid in getting them to think more critically about the items as well as putting the definitions into social and personal contexts they may not have been exposed to.

Objective 3 Assessment

Assignment (Objective 3): There will be a single written assignment, due by the last regular day of class. This assignment must be at least 3 pages in length not including any title page or references (if any; neither is required), double-spaced and in 12-point Times New Roman font. In addition to the above, proper spelling, grammar, punctuation is expected and will be factored into your grade. More details regarding the structure of the papers will be provided in class.

****Traits 1-4****

Assessment Goals: 70% of students will receive a C or higher on the final paper. C will involve at least covering the material at a general understanding and being able to apply those topics with cursory knowledge, higher grades will reflect the students ability to communicate topics more:

A: All comments demonstrate a depth of consideration (with at least some comprehension) of the readings and shows evidence of critical thinking, efficient communication, and meeting the requirements of having the assignment apply to their lives or focus on a social problem.

B: Comments are generally adequate and evidence of some critical thinking, communication of information is understandable but could be much clearer, the assignment does not completely address the goal or purpose of application

C: Some comments are brief and not communicated adequately or some but not all comments are adequate or thoughtful, the paper fails to link the issue with an applicable topic discussed in class or through discussion.

D: Comments are brief, evident of only superficial perusal of the assignment, are off-topic, etc.

F: Assignment is not completed, is completely devoid of relevant information or purposes

Essential Skills: As with the critical thinking and discussion section, we will be expecting students to utilize their knowledge through discussion with the class, teacher, and through their previous work on the critical thinking questions to communicate an argument effectively. They will be required to think the idea through and focus on applying and working their chosen topic into applying the materials to their lives or the world around them. This focus will engage critical thinking skills and aid in social or personal responsibility by further allowing them to apply what they have learned to their own experiences.

Appendix A

Sample Critical Thinking/Discussion Questions

Critical Thinking Question 1: Introduction to Psychology

Psychology has a number of misconceptions related to it and its study. For this first thought exercise I want you to tell me what is the first thing you think of when you think of psychology, before you were influenced by any introductions in this class. Does this thought hold up? Basically explain why it is true or not and what the facts are.

Critical Thinking Question 4: Development

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.

Critical Thinking Question 6: Memory

Lui and Ramirez, two neuroscientists engaged in some research showing that they could changing, manipulating, or removing memory at will in rats. However, the overall implications probably range on a scale of super cool to horrifying depending on who you are and how much you might want a memory gone. Imagine in the future we learn how to force activate or remove at will certain memories. In a few sentences, give me an argument for or against this ability to manipulate memory on such a specific level.

https://www.ted.com/talks/steve_ramirez_and_xu_liu_a_mouse_a_laser_beam_a_manipulated_memory/up-next

Critical Thinking Question 7: Language and Intelligence

One of the problems with general intelligence is that it limits us to a singular definition of capability. I want to focus on different styles of thinking and the issues of types of intelligence and how we restrict individual ability and the trust we place on what they say based on things like intelligence, education, and a variety of other factors including mental health, age, and diagnosis.

I want you to think about something you are exceptional at: playing video games, reading, art, listening, fashion, or whatever. We are going to develop our own intelligence categories and highlight how what we define by intelligence is so varied. Don't just call it like reading intelligence, think of an aspect you are good at: comprehension, speed of processing words, or something like that.

Critical Thinking Question 10: Abnormal Psychology

One of the biggest disconnects between someone with and without a psychological disorder is how difficult it might be to actually put yourself in their shoes and understand how the disorder affects them on a personal level within their day to day lives. This in some part can be overcome by understanding the disorders and their symptoms to help us better understand that depression is more than just sadness and schizophrenia isn't purely delusional. Pick a disorder discussed in class or in the DSM (there are nearly 300 separate disorders in the DSM, which should be available to look at in the library and information can be found at reputable online sources like the APA website) and discuss how this disorder might influence the person's ability to hold a job, have a relationship, or perform basic daily tasks like making class every week. The goal is to get you to understand the disorder in real world settings and how it could impact a person's life.

Appendix B

Sample Application to Life Written Assignment

Psychology 101 Assignment

Instructions: Topics can be approved or run by me if you need feedback and discussed in class. You are expected however to complete your own work. The final paper should be about 3 pages in length, double spaced.

Applying Psychology to Solve Problems

One of the best ways to learn something is to find ways to apply it to your day to day lives. This process of applying new information to preexisting information is known as transfer and is a part of what you will need to complete this assignment.

Part I: Explaining a Psychological Concept

There are a large number of potential topics within the book. For this assignment I want you to pick one of them that interests you. Again, learning a new topic is also aided by something that you are motivated to learn, and something you are interested in should enhance this process. You can choose any topic in the book. You will have to define your terms and explain the concepts and topic as if I do not know anything about it and can use outside sources or articles to make your points stronger. This part should offer enough information that I know what you are talking about (this part is more about demonstrating your knowledge of the topic rather than making broader connections).

Part II: Applying that Concept

In research we attempt to take these concepts and apply them to real world situations and experience. While I do not want you to come up with an experiment or study (that is another class entirely). I would like you to use that topic in order to address or explain some real world issue. Be careful in thinking of this issue for your topic as it should make logical sense in relation to the problem or issue you propose addressing. In this section I am looking for you to address the problem (introduce it and why it is an issue) and then spend some time explaining how your topic relates to it or how research on your topic might be best at solving that problem. For example, you can apply our understanding of what causes prejudice in order to reduce it, you can argue that causing cognitive dissonance might help in changing bad behavior, or explain how we can reform criminal justice based on our understanding of why punishment doesn't work. This is really all on you and I leave it open to your interests and experiences. However, I do caution that topics deemed offensive or misconstrued as to demean, insult, or stigmatize others will not be accepted. If you need additional information, insight, or just want to run your topic by me, please see me in class, during my office hours, or email me and I can give you some feedback.

Goals:

1. Effective Communication: A good scientist should explain problems effectively and accurately. As part of this assignment you can use previous critical thinking assignments,

discussions with the class and the Instructor and outside sources to craft your argument and explain your topic. The goal is to communicate and engage in a knowledgeable discussion of your chosen topic and how it applies to your life or the world around you.

2. Critical Thinking: Part of research involves applying concepts that we know at the definition level to more advanced ideas. In this assignment you are to go beyond just the definition (part I) to explaining how you can apply it to something beyond the text book information (part II). Focus should be on taking this information further, as psychology by its nature permeates our lives and societal experiences.

3: Social and Personal Responsibility: With part II, the goal is to show how you can apply these concepts to your lives and experiences. While your topic may be a little less applicable, you can utilize the same methods to see how these concepts and theories that we have discussed this semester can be applied to you, the people around you, and in broader social contexts to understand the world around us and to give us insight into how we as individuals influence those around us or can influence others in better, more meaningful ways.

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	Psychology
Course Number, Title, Credits	1110 Introduction to Psychology 3
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Trent Toulouse, FT Faculty, Psychology
Email and Phone Number of Contact Person	ttoulouse1@cnm.edu 224.4000 x53029

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

PSY 1110 Introduction to Psychology

List all learning outcomes that are shared between course sections at your institution.

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

List approved common course Student Learning Outcomes

Institution-specific Student Learning Outcomes
List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. <i>Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.</i>
At the start of the course, students are introduced to genre and medium awareness as part of a larger discussion of how psychological research is presented across genres and mediums. For example, how conclusions are communicated in newspapers, magazine or on social media versus how they are communicated in the course material such as class lectures and the textbook. Emphasis is placed on how audience and medium affect not only presentation but the accuracy or validity of the central message. Students then apply this understanding by finding their own examples of psychological research in media and evaluate how genre and medium effect the presentation of the message. Through developing a written critique that includes drafting, instructor feedback, peer review and revision students acquire strategies for evaluating messages and by providing peer review to other students they explore multiple genres and mediums. Students also learn to evaluate validity of claims based on supported and unsupported inferences. Effective communication is informally assessed based on small group discussions and through a formal assessment of the final written critique. As the course continues, these skills are reinforced through continual analysis of the presentation of psychological research using written assignments as well as small and large group discussions.

Critical Thinking. <i>Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion</i>
Students engage in problem setting as they discuss why people do what they do, and as they use psychological concepts to better understand human behavior and the many factors affecting it. 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 factors affecting behavior, and ways to change problem behaviors, 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 designing experiments to test advertising claims, debating the nature/nurture issue, or critiquing personality theories. (A sample assignment is attached.) A presentation or research paper investigating a common myth in psychology could be assigned to help students develop research skills and help them differentiate fact from myth/opinion. Grading rubrics are used to formally assess presentations and research papers. (Please see the following rubrics.)

Quantitative Reasoning. <i>Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models</i>
In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

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

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 psychology are developed areas such as social psychology emphasize major social and personal responsibilities.

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. (Please see the attached guidelines.) The instructor provides feedback informally in class as discussions take place. Group work is formally assessed by the instructor. Additionally, students engage in self-assessment as they evaluate and reflect on their contributions to the group. Finally, students engage in peer assessment. (Please see the attached Self and Peer Evaluation Form.)

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 the outcomes of the third essential skill. 200 – 300 words.

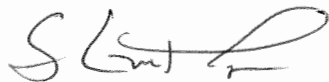
E. Supporting Documents

☒ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

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

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer

1/24/19

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

SAMPLE ASSIGNMENT

Psychology 1110—Introduction to Psychology
DESIGNING AN EXPERIMENT

Names of Group Members:

Instructions: It is up to you and the other group members to design an experiment to test an advertising claim. Select a popular advertising claim (e.g., Tartar Control Crest not only prevents the build-up of tartar, but also prevents cavities better than any other brand of toothpaste.). Design an experiment to test the claim. The tasks/questions below will guide you through the process of designing an experiment. Please have someone in your group be the secretary and write down the information/answers.

1. All experiments start with a hypothesis. A hypothesis is a scientific hunch or an educated guess. State your hypothesis (i.e., restate the advertising claim).
2. Describe the subjects you will use in your study? How many subjects are necessary?
3. How many treatment (or experimental) groups will you have in your study. Describe the treatments groups. Do you need a control group?
4. What is/are the independent variable(s) in your experiment?
5. What is/are the dependent variable(s) in your experiment?
6. Which variables should be controlled or kept the same for all subjects? Is there anything else that should be considered?

Sample Rubric

Grading Rubric for a Writing Assignment

	A (4 pts.)	B (3 pts.)	C (2 pts.)	D/F (1/0 pts.)	Points Earned
Main Idea	The main idea is clearly presented and consistently supported.	The main idea appears in most of the paper.	The main idea is vague and weakly supported.	No main idea.	
Organization	The paper is well-planned and well-organized. It includes a title, introduction and thesis statement, organized body, and conclusion.	Good overall organization.	Some sense of organization. Not all organizational tools are used.	The paper lacks a sense of organization.	
Content	The information is presented exceptionally well. Ideas are <i>detailed, well-developed</i> , and supported with facts/examples.	The information is well-presented; ideas are detailed, <i>developed</i> , and supported.	Content is sound and solid; ideas are present, but <i>not particularly</i> developed or supported.	Content is not sound.	
Grammar & Mechanics	Excellent grammar, <i>spelling, syntax</i> , and punctuation.	A few errors in grammar, <i>spelling, syntax</i> , and punctuation.	The paper shows a <i>pattern of</i> errors. (Lack of proofreading.)	Continuous errors.	
Research (if the assignment includes a research component)	Sources are exceptionally well-integrated; they effectively support claims argued in the paper. Quotations and works cited conform to APA style.	Sources are well-integrated and support the claims presented. APA style is mostly followed.	Sources support some claims, but not others. There are APA style errors.	Adequate research and support of claims is not provided. APA style is not followed.	
				Total Points & Grade→	

Additional Comments:

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	Psychology
Course Number, Title, Credits	2120 Developmental Psychology 3
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Trent Toulouse, FT Faculty, Psychology
Email and Phone Number of Contact Person	ttoulouse1@cnm.edu 224.4000 x53029

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

PSY 2120 Developmental Psychology

List all learning outcomes that are shared between course sections at your institution.

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

List approved common course Student Learning Outcomes

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

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 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 developmental 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. (Please see the attached rubrics and the sample of a homework assignment.)

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

Students engage in problem setting as they discuss different aspects of human development, and as they use psychological concepts to better understand the biological, genetic, psychological, environmental, and social factors affecting 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 human 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 developmental 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 would be used to formally assess presentations and research papers. (Please see the attached rubrics.)

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 the outcomes of the third essential skill. 200 – 300 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*

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 human 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. (Please see the attached guidelines.) The instructor provides feedback informally in class as discussions take place. Group work is formally assessed by the instructor. Additionally, students engage in self-assessment as they evaluate and reflect on their contributions to the group. Finally, students engage in peer assessment. (Please see the attached Self and Peer Evaluation Form.)

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 the outcomes of the third essential skill. 200 – 300 words.

E. Supporting Documents

☒ **Sample Course Rubric Attached** (recommended) ☒ **Sample Assessment Attached** (required)

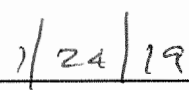
F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____

Date

.....

SAMPLE ASSIGNMENT

Psychology 2120—Developmental Psychology
HOMEWORK ASSIGNMENT
Media's Portrayal of Adolescence
(30 pts.)

Instructions: Watch three TV programs, aired originally in different years, on which adolescents are characters in the shows. Answer the following questions on a separate sheet of paper.
(Note: The more detailed your answers, the more points you will earn.)

1. List the names of the three programs and the years each originally aired.
2. Describe how adolescents were characterized in each program.
3. Were the characterizations positive or negative? Explain. Would these adolescents be good role models for younger children? Why or why not?
4. What are some stereotypes we have for adolescents? What stereotypes did you notice in the three TV programs?
5. Are the issues of adolescence accurately portrayed? Explain.
6. Compare the three TV programs. Did you notice a difference in the portrayal of adolescence? Explain the differences you saw.

Sample Rubric

Student Presentation Grading Rubric

Name: _____

Topic/Title: _____

Date: _____

	Below Expectations		Meets Expectations		Exceeded Expectations	POINTS
CONTENT—The information in the presentation is thorough & accurate with clear explanations/examples. Sources are provided.	1	2	3	4	5	<div>_____</div> <div>X 3 =</div> <div>_____</div>
ORGANIZATION—The information is presented in a logical, interesting way that the audience can follow.	1	2	3	4	5	
VISUALS—The visual aids are interesting and easy to understand; they are free of errors and nicely reinforce the presentation.	1	2	3	4	5	
DELIVERY—The presentation is delivered in a clear, loud voice with precise pronunciation of the terms. Direct eye contact is used to hold the attention of the audience.	1	2	3	4	5	
					TOTAL POINTS (30 pts. possible) →	

Grading Scale: 27-30 pts. = A; 24-27 pts. = B; 21-23 pts. = C; 18-20 pts. = D; 0-17 pts. = F

Comments:

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	Sociology
Course Number, Title, Credits	SOCI 1110, Introduction to Sociology, 3
Co-requisite Course Number and Title, if any	Pre- or corequisite: Reading & Writing Skills 2
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	John Moss or Khayyam Qidwai, FT Instructors of Sociology
Email and Phone Number of Contact Person	Jmoss18@CNM.edu

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

SOCI 1110, Introduction to Sociology

List all learning outcomes that are shared between course sections at your institution.

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

1. Define sociological perspectives and the contributions that sociological knowledge can bring to the social sciences.

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

Institution-specific Student Learning Outcomes

One optional additional Student Learning Outcome may be added by the instructor

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

Students understanding of genre and medium awareness are assessed through the Hegemonic Narratives of Inequality project. This assignment requires students to report interview findings and research findings about inequality through an oral presentation to other students in the class and a formal essay. By describing their findings in two different mediums, students learn about the advantages and disadvantages of different forms of communication and are assessed in how effectively they can use the genres of both writing and speech to describe what they learned.

Students also evaluate and produce arguments in the Hegemonic Narratives of Inequality assignment. This project assesses student's argumentation skills by requiring them to analyze two types of narratives: the opinions held by friends and family concerning the causes and solutions to a social justice issue they chose and research findings from sociologists concerning the issue. Students then compare and contrast these two sets of narratives. As they complete this assignment, undergraduates learn to differentiate between supported and unsupported arguments, and learn to support their own claims through their use of evidence from course materials that they are required to cite. Student's proficiency in evaluating and producing arguments is assessed through their completion of this project.

In addition, students develop skills in understanding and evaluating messages in the Hegemonic Narratives of Inequality project. As they work on this project, learners seek out main points, arguments, and counter-arguments about causes and solutions of inequality from different perspectives. They learn to examine the evidence used to support opinion-based narratives of members of their community and contrast this with the evidence in sociological research findings. Students come to understand how a systematic approach to gathering and analyzing evidence is the foundation of a strong argument. Learner's skills in evaluating these various messages are also measured through this task.

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

Learners expand their problem setting skills in the Hegemonic Narratives of Inequality project by conducting open-ended interviews with members of the public. The interviewing component of this project requires students to ask questions of community members that are designed to elicit opinions about a problem of social justice happening in their communities. This asking of questions relevant to the social context is the essence of the problem setting component skill.

The Hegemonic Narratives of Inequality project develops student's skills of evidence acquisition as well. In completing this project, students are asked to gather evidence from three different sources concerning social inequality. Students seek evidence of commonly known narratives of inequality from two members of the public who are asked to share their opinions about the causes and solutions of a topic linked to inequality. Students also learn how to acquire evidence on the causes and solutions of social inequality from the researched-based course materials they study in class. Learner's abilities to acquire and use these forms of evidence is also assessed through this assignment.

Undergraduates' skills of evidence evaluation are enhanced and assessed through the Hegemonic Narratives of Inequality assignment as well. By carrying out this assignment, students learn to evaluate the credibility of different sources: the opinions of inequality shared by members of the public with evidence-based sources of social science research about the causes and solutions of social inequality. In contrasting the ways evidence is used in both types of narratives, students learn to evaluate evidence that underlie the different arguments they explore for this paper.

Through completing the Hegemonic Narratives of Inequality Students project, students develop their skills of reasoning by identifying the differences between opinion-based claims and evidence-based arguments. In doing this task, students evaluate the strength of evidence-based arguments that are supported by research findings from the weaker arguments they learn about from members of the public. Students learn to evaluate arguments for strengths and weaknesses through this exercise. These skills are also assessed through their performance on this assignment.

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 the outcomes of the third essential skill. 200 – 300 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*

Students demonstrate collaboration and teamwork skills in Introduction to Sociology through in-class discussion activities. These group work assignments require students to collaborate as a team in accomplishing three tasks: researching course texts to find answers to discussion questions, writing accurate responses to these questions, and briefly presenting their answers to the class as a whole.

Through their study in Introduction to Sociology, students develop intercultural reasoning skills and intercultural competence. For example, the Hegemonic Narratives of Inequality assignment requires students to examine the causes and solutions linked to one of the following problems: classism, poverty, hunger, inequality, sexism, disablism, racism, global stratification, and homophobia. Each of these topics is linked to social justice issues of inequality, fairness, or discrimination. By interviewing regular people in their own communities about the causes and solutions to one of these problems, students learn different cultural perspectives about these issues and listen to viewpoints

that may differ from their own. Students also learn about a variety of cultural lenses converging on how the causes and solutions of these social problems as they listen to other student's presentations.

Students also engage in civic discourse with other community members, and expand their level of civic knowledge and engagement through the Hegemonic Narratives of Inequality as well. By interviewing fellow citizens and exploring their perspectives of the causes and solutions of a social justice concern, students learn diverse perspectives about these issues. Students engage in a wider civic dialogue with their fellow students during class presentations and learn about evidence-based approaches to solving these problems that sociologists have established in sociological research.

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

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

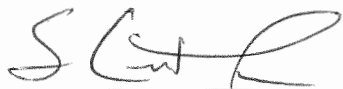
E. Supporting Documents

☒ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

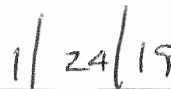
F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Introduction to Sociology
Final Paper/Presentation Assignment: Hegemonic Narratives of Stratification
Due Date:

Overview

For this assignment, you are required to conduct two face-to-face interviews with someone you know about a topic that is connected to stratification and inequality and compare these two perspectives to a sociological perspective that we've examined over the course of the semester. Your first task is to choose one of the topics below. If you need more information about one of the topics, examine your textbook or lecture materials or seek me out during office hours or after class.

Inequality of Wealth/Income	Sexism (Gender Prejudice & Discrimination)
Poverty	Male Privilege
Global Stratification	Disablism
Classism (Class Prejudice & Discrimination)	Heterosexism (Heterosexual Privilege)
Racism (Racial Prejudice & Discrimination)	Ethnocentrism (The belief that one's own culture is best and that other cultures are inferior)
White Privilege	

How to conduct your interview

Remember that your goal is to understand the causes and solutions of the topic you choose from the perspective of the person being interviewed. *This means that you should not try to persuade the person you are interviewing to agree with your point of view nor share your opinion. Refrain as best you can from judging what the other person is saying. Instead, you should be focused on listening what they have to say, and asking open-ended questions that invite the person you are interviewing to keep them talking so you can hear a detailed response of what they think.* You are not required to record this interview, but you should do your best to take notes on what your interviewee said. Make sure to bring paper and a pen to jot down notes as the person is talking. Do your best to get answers to all the questions that are listed below under the Questions/Procedure section below. Keep your interview going for at least 20 minutes long, but longer is OK, too. It is also key to respect the time and feelings of person whom you are interviewing. If you sense that the person you are talking to is uncomfortable, stop the interview and check-in with them. If the person does not wish to answer your questions, that is OK, move on to the next question, or stop the interview.

Whom to interview?

The person you interview should be someone you know very well, such as a family member that you get along with or a close friend. The person you interview *must be at least 18 years of age and must be able to grant legal consent to be interviewed.* The person cannot be someone from our introduction to sociology class

Procedure

Interviews should take place at a location where the noise level is quiet enough for a conversation and where both the student and the interviewee are comfortable. The interview should begin with students fully informing the person about the project they are doing, the amount of time that the interview will require and the questions that will be asked (students may want to show them this handout if requested). People being interviewed should be informed that they can end the interview for any reason, and do not have to answer any question they feel uncomfortable answering. (Note: if the interview is stopped before you have answers to the required questions, you will need to find someone else to interview). It is also very important that you never identify the name of the person you are interviewing. Keep the person's identity confidential by using a fake name in all writing that is connected to this project. Make sure to inform the person you are interviewing that their name will not be shared in connection with this paper or project.

Questions

The list of topics that you are required to cover in your two interviews are listed below. I have also included some sample questions. The blank spots in the questions are for you to fill in once you've name the topic you chose. If you feel these sample questions are not appropriate, you do not have to use them word-for-word, but you should ask questions that will cover the same issues.

Interview questions

1) Topic: Introduction

Introduce yourself and discuss the reason for the interview (you can tell them this is a class assignment and the information will only be read by me). Tell them you want to know what they think about the problem you are addressing. Inform them the

interview will be like a conversation, except you will be mostly listening and asking questions instead of talking. Ensure that you will not identify your respondent's name in the paper you are writing, and that they can end the interview at any time and for any reason. Explain you will be taking notes during the interview so you can remember what they said.

- 2) Topic: Does the respondent think that the issue you are examining is something that causes harm to people? Should we work to eliminate it?

Sample Interview Question: I'd like to know what you think about _____. Do you think _____ harms people? As a society, should we be working to eliminate _____?

Suggested follow-up questions:

- If the response is yes, ask – "Tell me more. What makes you think that _____ is a social problem?"
- If the response is no, ask – "Tell me more. What makes you think that _____ is not a social problem?"

- 3) Topic: What is causing the condition you've chosen to occur? (If the respondent does not think your condition is actually causing harm, then talk about the problem you are interested in as a *condition or event*.)

Sample Interview Question: What do you think is causing the (social problem or social condition) _____ to occur? In other words, what events, institutions and/or people are responsible for existence of condition _____

Follow-up question: "Tell me more details. What do you mean when you say _____?"

- 4) Topic: Who experiences the problem? Who is responsible for the problem? (You may have already captured this in previous questions. If so, you don't need to address it again).

Sample Interview Question: Thinking about _____, what are the people like who experience this problem/condition? Which people are responsible for this problem/condition? What social events lead to this problem or condition?

Follow-up question: "Tell me more details. What do you mean when you say _____?"

- 5) Topic: What should be done about the social problem (if the person does not think of your topic as a social problem, describe it as a social condition).

Sample interview Question: If people were going to try to eliminate or halt the _____, what do you think should happen about _____? What should we do about the _____ to try to stop it. Who or what is responsible for eliminating or stopping _____?

Follow-up question: "Tell me more details. What do you mean when you say _____?"

- 6) Topic: Wrapping up

Sample interview questions: I'd like to hear if you have anything else to say. Is there anything else you'd like to share about _____? Thank you for your time today.

Summarize your interviews in more detailed notes.

As soon as you are finished with your interview, use the handwritten notes you took to write up what your respondent said in response to the last 5 topics above, which include: 1) whether the respondent thought the condition caused harm, 2) what is caused the social problem or condition to occur, 3) which group experiences the problem and which group is responsible for the problem, 4) what should be done about the problem, 5) anything else your respondent shared about the problem. You should write about a paragraph (around 6-15 sentences) in response to each topic. Make sure to use a fake name instead of the person's real name.

Describing sociological perspectives

After the interviews, your next task will be to describe a sociological perspective concerning the problem you've chosen. Our class has focused on three theories: constructionism (or symbolic interactionism), conflict theory, and structural-functionalist theory. Choose one these perspectives and review what your textbook has to say about the problem you've chosen. You should also review your lecture notes as well. We'll be talking about what each of these theories has to say about each of the problems you are examining further in class as well.

Synthesizing interview data, and comparing/contrasting with sociological perspectives

The next step will be to synthesize your two interviews by describing the commonalities and differences that were expressed by the person you interviewed.

When analyzing your interviews you must describe whether the person you interviewed said :

- if the condition is a social problem that needs to be solved
- the proposed causes of the social problem
- the population or group that is responsible for the social problem
- the proposed solutions of the social problem

Finally, draw upon your class readings in your textbook and lectures choose one theoretical perspective (conflict theory, structural-functionalism or symbolic interactionism that we've explored over the semester. Describe how researchers working within the theoretical tradition you've supports and/or contradicts what you found in your two interviews. Your textbook and/or lecture should have information that either supports and/or contradicts your interviews to varying degrees. Describe this information and the data reported in your textbook and/or lecture and compare and contrast it to the data from your interview and discourse analysis. (I am happy to share lecture slides with you. If you can't find the information in your notes, just send me an email.)

Format and Grading of Papers

Handwritten papers will not be accepted. Please use a 12-point conventional font with default margins. Double space your paper. Your paper should be an example of your very best writing with no grammatical mistakes. Your paper should be in the form of an essay and have a thesis statement. Your paper should be about 3 pages long and stapled with an appropriate title linked to the topic of your paper. You must cover the topics described above. Late papers will be accepted, but final grades will be reduced by 5% for the first five minutes your paper is late followed by an additional 5% for each calendar day your paper is late (calendar days include weekends).

Presentation

You will also be required to conduct a short 7-10 minute presentation on what you discovered in your final paper to the students in class. I encourage you to use presentation software or some kind of imagery in your short presentation. You do not have to dress up for your presentation, but you are expected to conduct yourself professionally. Being professional means that all of your presentation materials are spelled correctly, without grammatical errors. You should not chew gum or eat when presenting, and your speech should be clearly enunciated. Your speech should also be paced appropriately so that your audience can understand what your paper was about. Make sure to make eye contact with your audience when you conduct your presentation. Practice your presentation and ensure that it falls within the time limit of 7-10 minutes. If your presentation goes over 10 minutes, I will ask you to stop so that other students will have enough time to conduct their presentations.

Grading Information

I encourage everyone to carefully read the attached grading rubric which will be used to determine the grade of your final paper and presentation. Please email me or see me after class if you have any questions.

School of Communications, Humanities and Social Sciences

Fall 2018 Student Learning Assessment: SOCI 1110

Assessment Team Scoring Rubric

Component Skill	Novice (1)	Emerging (2)	Developing (3)	Proficient (4)
Communication				
Effectively communicates in multiple genres/mediums				
Effectively contrasts opinions and evidence-based arguments				
Claims are supported using evidence				
Critical Thinking				
Interview data reflects development of effective question/problems				
Acquisition of qualitative interview data that addresses assignment requirements				
Acquisition of information from course materials that are effectively integrated into assignment				
Evidence-based claims are used effectively to evaluate opinions from interviews				
Response develops a conclusion that reflects an informed well-reasoned evaluation/argument				
Personal and Social Responsibility				
Describes social justice concerns in assignment				
Demonstrates civic discourse, civic knowledge and civic engagement through reporting of diverse perspectives in assignment				

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	School of Communications, Humanities, & Social Science
Course Number, Title, Credits	SOCI 2120, Introduction to Criminal Justice Systems
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	Khayyam Qidwai or John Moss, Sociology Instructors
Email and Phone Number of Contact Person	KQidwai@cnm.edu 951-544-0359; JMoss18@cnm.edu

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

SOCI 2120, Introduction to Criminal Justice Systems

List all learning outcomes that are shared between course sections at your institution.

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 the current practices and functions of the criminal justice system.
2. Understand and communicate how crime data is collected and measured and how this data informs the claims of policy makers and public policy outcomes.
3. Demonstrate the ability to compare and contrast the institutional practices and stratification of the U.S. criminal justice system with other criminal justice systems in the developed regions of the world.
4. Communicate an understanding of sociological theories of the U.S. criminal justice system through academic research, in-class discussions, written assignments, and other methods.
5. Describe the functions of the social institutions connected to crime, e.g., polity, media, education, family.

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

Various genera's and mediums are used to expose students to the functions and practices of the criminal justice system and the policy implications of the system and its relationship to other social institutions. This is accomplished through readings, oral presentations, group and online discussions, as well as organizational brochures and other material as relevant. This will coalesce in an Advocacy Letter completed by students in which studies will be assessed for their effective communication in a formal letter on a public policy issue, which they will also present orally to the class.

Students will be assessed on the skill of understanding and evaluating messages. Students will evaluate relevant crime and public policy data, analyze the data for different interpretations based on stakeholders' perspectives, mode of presentation such as a speech, debate, report, etc.

Students must evaluate their resources and its interpretation for bias. Not only will the credibility of the resources be analyzed by the students but also how the claims, supported or not, may be interpreted differently. After doing so students will present their own evidence-based arguments in the form of a Letter of Advocacy and through in class discussion and presentation.

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

Students expand their critical thinking skills by analyzing the criminal justice system and engage in problem solving strategies. Throughout the course and in an Advocacy Letter, students will define and describe a problem related to the criminal justice system. Students will gather evidence related to the problem from a variety of resources such as crime data, relevant legal cases, policy papers, and academic research. Students will evaluate the evidence for their credibility, potential bias, theoretical and ideological assumptions. These elements of critical thinking coalesce when students develop a solution to problems of the criminal justice system. The proposed solution should draw upon various solutions they were exposed to in their research, recognizing strengths and flaws of various solutions in order to propose their own.

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 the outcomes of the third essential skill. 200 – 300 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*

With a focus on the criminal justice system, students consider the relevance of social justice and how other cultures have attempted to apply principles of social justice to the criminal justice system. The criminal justice system is not looked at in isolation, with students examining the relationship between the criminal justice system with environmental and economic systems as well. This may be analyzed across state lines for issues specifically related to the American criminal justice system or can be examined with different nations in mind. Relying on a variety of sociological and criminological theories, students propose a solution that respects the criminal justice system and social justice. These components of personal and social responsibility will be further assessed in the Advocacy Letter as students implement these skills through clear civic engagement, constructing a respectful and informed letter. The letter recognizes different in opinions, how criminal justice issues as viewed across different states and nations and propose a solution while simultaneously recognizing the validity of alternative proposals.

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 the outcomes of the third essential skill. 200 – 300 words.

E. Supporting Documents

☒ **Sample Course Rubric Attached** (recommended) ☒ **Sample Assessment Attached** (required)

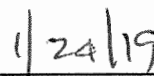
F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date _____

Introduction to Criminal Justice Systems: Advocacy/Policy Letter

A letter of advocacy is an argument directed to an individual or organization with a vested interest in the subject and with the ability to make change. Such letters are designed to change the thinking of the recipient or readers and, thus, to change the direction of a particular policy initiative or plan of action. A letter of advocacy is typically driven by values more than quantitative or technical data, though, again, it will depend upon your audience's needs and expectations. Due to the nature of our class, your letter will have a focus on quantitative and/or technical data as it connects to relevant policy considerations.

For your letter, choose an individual or organization that can make a difference on an issue related to *criminal justice and public policy*. You may advocate broadly for a shift in paradigm or in a more limited fashion for a specific action. You will address the letter clearly to the intended recipient, establishing your credibility on the subject before launching into your argument. Why should the recipient trust you? What authority do you bring to the issue? Be sure to allow room for the recipient's point of view, which may function as counterargument depending upon your own view. Briefly detail the recipient's position before describing the changes you advocate. Your letter must clearly communicate an understanding of the issue as it relates to criminal justice systems and public policy, demonstrate evidence based analysis of the issue while also proposing a ethically reasoned solution, and demonstrate civic knowledge and engagement.

Length: As needed to effectively introduce the concern, review history, suggest policy, and change values. Generally, two to three pages.

Range of subjects: Attempt to address something that has public implications, even if it is intended to be a letter for a private individual. In other words, try to give the letter both an immediate value (it is convincing someone of something) and an ultimate value (it articulates something of lasting importance on its subject).

Required contents of the letter:

- 1) Clearly identify the issue and its relevance to the criminal justice system.
- 2) Present crime data relevant to the issue, with documentation of how the data was gathered and the data's relevance to public policy
- 3) Compare and contrast the issue and relevant data across no less than two different criminal justice systems, either nationally or globally.
- 4) Compare no less than one relevant sociological and criminological theories to the chosen issue, explaining how the theories would interpret the issue. (Note: This would not be a typical part of an advocacy letter but is a required component for this assignment).
- 5) Explain how this issue can be solved through our criminal justice system as well as the relationship to other social institutions.

Components of most successful letters of advocacy:

- 1) Uses a format appropriate to recipient and occasion.
- 2) Establishes, early on, the occasion that prompted the letter, why it's addressed to the recipient, and relationship of the writer to the issue.
- 3) Pays genuine respect to the difficulties of the recipient's position, or the commitments the recipient has shown.
- 4) Establishes the stakes involved in the issue.
- 5) Is clear about what decision or stance the letter writer advocates.
- 6) Presents evidence and reasons (story, statistics, analogies) in support of the letter writer's views.
- 7) Highlights specific action points in the recipient's power (but also shows awareness of difficulties, limits, competing values-- establishes sympathy with worldview of recipient)
- 8) Ends with a point of connection that is also a call to action. Advocates for a specific policy.
- 9) Thinks strategically about co-signers, wider distribution

Central New Mexico Community College
School of Communications, Humanities and Social Sciences
Student Learning Assessment: SOCI 2310

Assessment Team Scoring Rubric

Component Skill	Novice (1)	Emerging (2)	Developing (3)	Proficient (4)
Communication				
Effectively communicates in multiple genres/mediums				
Effectively contrasts opinions and evidence-based arguments				
Claims are supported using evidence				
Critical Thinking				
Clearly defines the problem and its relationship to the criminal justice system.				
Acquires appropriate and diverse evidence that addresses assignment requirements				
Acquisition of information from course materials that are effectively integrated into assignment				
Evidence-based claims are used effectively to evaluate opinions.				
Proposes a well-reasoned and informed solution to a social problem related to the criminal justice system.				
Personal and Social Responsibility				
Describes the relationship of social justice to the criminal justice system.				
Examines the criminal justice systems relationship to environmental, socio-cultural, political and/or economic systems.				
Recognizes and compares multiple ethical perspectives in developing a proposed solution				
Demonstrates civic discourse, civic knowledge and civic engagement through reporting of diverse perspectives in assignment				

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New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	Sociology of Deviance
Course Number, Title, Credits	SOCI 2210, Sociology of Deviance, 3
Co-requisite Course Number and Title, if any	Reading & Writing Skills 2
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	John Moss or Khayyam Qidwai, FT Instructors of Sociology
Email and Phone Number of Contact Person	Jmoss18@CNM.edu

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

SOCI 2210, Introduction to Sociology

List all learning outcomes that are shared between course sections at your institution.

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

1. Identify and explain sociological theories of deviance and conformity through academic research, in-class discussions, written assignments, and other methods as necessary

2. Describe and identify the influences of gender, race, ethnicity, sexual orientation, class, nation, and other factors in defining social deviance and social control.
3. Describe how various sociological theories explain deviance and conformity.
4. Identify important ethics and methods issues that arise in the study of deviance and conformity.

Institution-specific Student Learning Outcomes

One optional additional Student Learning Outcome may be added by the instructor

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

Students taking Sociology of Deviance demonstrate genre awareness through The Random Acts of Kindness Fieldwork and Positive Deviance Final essay assignment. Students produce two genres of writing for this paper: fieldwork papers, consisting of detailed descriptions of observations, and the student's final essay which synthesizes evidence from course materials and fieldwork papers into an argument. Student skills of genre awareness are assessed using these assignments.

Students learn skills of medium awareness through the papers described above and through oral presentations that are conducted during in-class discussion activities. These activities require students to work in small groups in order to respond to discussion questions using course materials (e.g. textbook, lectures, etc.). Each group's responses are then presented to the class by a student. Medium awareness is assessed using these assignments.

Students develop strategies for understanding and evaluating messages as they work on The Random Acts of Kindness Fieldwork and Positive Deviance Final essay. Students take a position on a controversy among sociologists who study deviance: whether unexpected acts of kindness towards adult strangers are deviant or not. Students must use course materials and their fieldwork papers to construct an argument about where they stand within this debate. Students learn how a systematic approach to gathering and analyzing evidence can strengthen the authority of an argument. Student's skills in understanding and evaluating messages is measured through assessment of this final essay.

Students also evaluate and produce arguments in The Random Acts of Kindness Fieldwork and Positive Deviance Final essay. Students produce evidence by conducting short fieldwork exercises that are later incorporated into their final paper into an argumentative essay. Students must cite evidence from their course materials concerning the debate they are addressing. The evaluation and production of arguments are assessed by evaluating their work on this project.

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

Learners expand their ability to acquire evidence through their completion of three fieldwork assignments in the Random Acts of Kindness Fieldwork and Positive Deviance Final essay. During these fieldwork assignments, students engage in an act of kindness towards an adult they do not know and write detailed accounts about people's reactions as they act unexpectedly kind towards others. These shorter fieldwork papers are later incorporated into student's

final essay along with cited evidence from course materials.

Students gain skills in evidence evaluation through the Random Acts of Kindness and Positive deviance final project. This assignment requires students to collect and generate evidence through short fieldwork papers that are later incorporated into their final paper. Through analysis of their fieldnotes and synthesis of these different sources of information, students learn how to evaluate and use evidence in making their argument as to whether committing kind acts towards adult strangers in public settings is perceived as deviant.

Students also develop their reasoning skills through the Random Acts of Kindness and Positive deviance final project. This assignment requires students to conduct a mini-research fieldwork project to investigate an ongoing debate among sociologists who study deviance; whether kind actions to adult strangers in public settings are deviant. In completing this assignment, students are required to identify and gather data from their course materials and from their encounters with community members. They use this information to construct an argument that is relevant to the different positions sociologists have on this debate. In completing this task, students learn the elements of what makes up a strong argument and learn how to craft their own compelling arguments. These skills are assessed through the student's performance on this final project.

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

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

Students taking the Sociology of Deviance are encouraged to become more civically engaged in their communities through the Random Acts of Kindness Fieldwork and Positive Deviance Final Paper project. The fieldwork assignments that make up this project compels students to engage in minor acts of kindness to adult strangers in public settings in their own communities. Through conducting these fieldwork assignments and writing up their final paper, students communicate with members of their communities and become more confident interacting with people from different cultural backgrounds.

Students develop intercultural reasoning and intercultural competence as they engage in field work assignments. The field work assignments require students to interact with members of their community in various public settings of their own choosing. Students become aware of a multitude of cultural perspectives about rule-breaking as they test whether doing kind acts to other people is understood as deviant behavior within the social contexts where these kind acts are accomplished. Students ability to understand these various cultural perspectives concerning deviance are assessed through these fieldwork papers.

Students demonstrate collaboration skills and teamwork in Sociology of Deviance through in-class discussion activities. These group work assignments require students to collaborate as a team in accomplishing three tasks: researching course texts to find answers to discussion questions, writing accurate responses to these questions, and briefly presenting their group's answers to the class as a whole. Skills of collaboration and teamwork are assessed through the successful completion of these in-class group activities.

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 the outcomes of the third essential skill. 200 – 300 words.

E. Supporting Documents

☒ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

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

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer

1/24/19

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

SOCI 2210: Sociology of Deviance

Random Acts of Kindness Fieldwork Assignment and Final Essay Description

One debate occurring in the field of deviance is whether non-discrediting behavior, such as helping strangers people, is deviant. For this assignment, you will be asked to investigate this issue by granting random acts of kindness to *human adult strangers* that you encounter in public interpersonal interactions during your everyday life. *Friends or people you already know do not count.* For example, if you are in line at a grocery store, you might allow someone who looks as if they are in a hurry to go in front of you. If you are riding a crowded bus, you could offer your seat to someone else who is standing next to you. Other possibilities might be to give someone directions who is new in town and I'm sure you can imagine many other possibilities. Whatever random act of kindness you do, it must involve face-to-face interactions in a public or semi-public setting. The interaction must involve communication is not mediated by technology but be a person-to-person encounter.

The goal is not to make elaborate plans as to what to do or when to do it, but to be mindful of opportunities in your everyday life when it would be appropriate for you to engage in an act of kindness towards an adult person that you do not know. **Please note that it is absolutely essential that you do your best to interact only with adults (people over 18). You must not break any laws for this assignment nor do anything that might put your life or reputation in danger! Also, try to avoid doing benevolent acts in sensitive settings (such as in bathrooms) or during inappropriate times (such as class lectures). Your benevolent act should also not involve denigrating any person.**

As soon as you can after you complete your attempted random act of kindness (preferably within 5 minutes) write up as much as you can about the experience using quick jottings so you can remember the details of what happened. As we spoke about in class, jottings are notes of words that will help you recall more details later. I recommend you write down your jottings in a private place. As soon as you have access to a computer and have more time set aside later on that day, use your jottings to write up your fieldnotes (or detailed description) of the experience. Your fieldnotes should be a detailed writing account of everything relevant to the interaction that you saw, heard and thought during your encounter. They should describe the activities that were happening before you engaged in your kind act and every detail that you can recall. This would include the time of day, a detailed description of the setting, what you were doing at the time, your appearance, the other person's appearance, the social context in which you were situated, what you were thinking at the time, any speech you can remember, the interaction that occurred as you engaged in your random act of kindness and what happened immediately after the encounter. Please write about the above in as much detail as you possibly can *in about one to three single-spaced pages*. The more detail that you include, the easier it will be later on when you write your final paper. **If the person you interact with tells you their name, please do not mention their name in your write up. Instead, use a pseudonym, or fake name instead of their real name.** I expect your fieldnotes to be free of grammar mistakes and examples of your very best writing. I recommend that all students visit a writing tutor before turning in their fieldnotes. Please refer to the example of an exemplary set of fieldnotes from a previous student that was previously distributed.

Due Dates: Fieldwork assignments are due at the beginning of class on 9/19, 10/8, and 10/29. Grades for late assignments will be reduced by 5% for the first minute your paper is late, and for an additional 5% for every additional calendar day your fieldnotes are late.

Essay Due Date: 11/20 (The essay expectations, and suggestions on how to write this assignment are described below.)

SOCI 2210: Sociology of Deviance - Positive Deviance Essay Instructions
Essay Due: 11/20

Now that you have completed your three random acts of kindness fieldwork assignments, it is time to analyze your field-notes and write up what you discovered about positive deviance.

Your first task is to read through your notes to identify patterns in a process that sociologists call “coding.” I highly recommend that you enlarge the margins of your notes and print out a full set to make this process easier.

During your first reading, familiarize yourself with your notes again and read through them. Then read them again, start writing small notes (or codes) in the margins of your notes that categorize what is happening in them. Focus your coding on the topics that come up that are related to whether positive deviance is viewed as rule-breaking by the people you observed (both your own reactions and those around you.) Some events to focus on for coding would include:

- your own thoughts and feelings,
- the places and groups where your random act of kindness took place,
- people’s reactions (expressions, speech, etc.) that occurred around you during your random act of kindness,
- descriptions of the people that you approached (without using names),
- your interpretation of people’s reactions during the random act of kindness,
- other relevant patterns that come up,
- It may take you several readings to code your data.

Then, using your word processor, save a copy of your original field note file. Using this second copy, cut and paste the relevant sections of your notes into files categorized by the codes you created using the marked-up set of fieldnotes as a guide. Make sure to keep track of which each excerpt comes from by date.

Once you have separate files organized by code, read through each coded set so you can compare them. Use this information to write your paper. Then, identify the best example for each one of your codes to put in your paper.

Use the suggested outline to organize your paper. This outline is only suggested, please do not feel that you must follow it exactly. You should, however, address each of these topics. Make sure to use any relevant concepts we’ve learned about deviance over the course of the semester if they apply.

- I. Define what positive deviance is and the major debate concerning positive deviance in sociology using lectures and readings
- II. Your thesis should be included at the end of this paragraph.
- III. What kinds of people did you approach to grant your random act of kindness? Describe the range of people as best you can using descriptors such as approximate age, gender, socio-economic status, race, occupation, and other relevant categories. What was it about the social context that led you to approach the people that you chose to approach? Briefly describe the range of settings and the people that were present during your act of kindness.

- IV. What kinds of acts of kindness did you engage in? Briefly summarize the range of thoughts and feelings you had as you were engaged in your random act of kindness. Describe the reactions your act engendered (were people upset, happy, suspicious, etc.) and what happened afterwards. Use the best example of one of your reactions to an act of kindness to illustrate the event.
- V. Summarize your own thoughts and feelings as you committed your random act of kindness (before, during and after). Use an excerpt from your field-notes describing a typical example of your reaction to describe this part of your paper.
- VI. Sum up your paper by describing whether your observations led you to think random acts of kindness were perceived as deviant by the people you encountered, or whether you thought they were considered normal, everyday activities that were not deviant.

Citations

You should cite all sources that you use to write this paper using the citation format of the American Sociological Association (or ASA). See the following website for a description of the ASA:

goo.gl/AKY2aG

Format

This short essay should be about 4-5 pages long, not including the works cited page which belongs at the very end of your paper. This paper cannot be handwritten. Please double-space your paper using a conventional 12-point font and use the default margins of your preferred word processing program. Give your paper an appropriate title that is related to the topic you wrote about. Make sure to write your name, class number and date at the top in single-spaced format. Number your pages. ***You must turn in a paper copy of your paper to me and submit an electronic copy of your paper via email at Jmoss18@cnm.edu.***

This paper is worth 20% of your final grade (or 200 points). The criteria listed below will be used to evaluate your paper. While some components of your paper are worth more for your final paper grade than others, each of these components also influence one another. For example, if your grammar is of very low quality, this will also influence the quality of your essay's content.

- **Content** (75% of the final paper grade) Ensure your essay addresses the topics that are described in the outline above. Excerpts from field-notes should be included in items III and IV. Make sure that all claims that are made in the essay supported with evidence from fieldwork and/or class materials. All course materials should be cited correctly\
- **Grammar** (10% of the final paper grade) Ensure your paper is composed of complete sentences, correct punctuation, correct spelling and other grammar issues.
- **Organization and Paragraphs** (10% of the final paper grade) Make sure to include an appropriate title and a comprehensive thesis statement. Each paragraph must have a topic sentence accurately describing what each paragraph is about. Avoid unexpected topics not anticipated by the essay's thesis statement. Include transitions at end of each paragraph that lead to the next topic. Make sure one idea leads to the next in a way that makes sense and is anticipated by your thesis statement.
- **Format** (5% of the final paper grade) Ensure you use a conventional 12 point font and that your in-text citations are correctly written and formatted. You should include a works cited page at the end of your paper. Your paper should be between about 4-5 pages.

Fall 2018 Student Learning Assessment: SOCI 2210

Assessment Team Scoring Rubric

Component Skill	Novice (1)	Emerging (2)	Developing (3)	Proficient (4)
Communication				
Effectively communicates in multiple genres (fieldwork papers and positive deviance essay)				
States a clear position concerning scholarly debate about positive deviance using fieldwork evidence				
Effectively uses evidence from fieldwork and textbook to support argument				
Critical Thinking				
Acquisition of fieldwork observation data addressing assignment requirements				
Effectively integrates and synthesizes fieldwork evidence into argument				
Claims are supported with appropriate evidence from fieldwork assignments and course materials.				
Personal and Social Responsibility				
Fieldnotes indicate student conducted three face-to-face acts of kindness with adult strangers				
Final essay demonstrates understanding of multiple perspectives about rule-breaking (or deviance)				

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	Sociology
Course Number, Title, Credits	SOCI 2220, Sociology of Gender, 3
Co-requisite Course Number and Title, if any	Reading & Writing Skills 2
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	John Moss or Khayyam Qidwai, FT Instructors of Sociology
Email and Phone Number of Contact Person	Jmoss18@CNM.edu

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

SOCI 2220, Introduction to Sociology

List all learning outcomes that are shared between course sections at your institution.

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 how gendered social relationships influence experiences, life chances, and perceptions.

2. Explain how gendered inequalities intersect with other forms of social stratification including race/ethnicity, social class, sexuality, etc.
3. Communicate how the institutional structures of gendered social relations have changed over time both in the United States and globally.
4. Describe sociological theories and perspectives of gender and how they pertain to experiences of gendered social relationships.

Institution-specific Student Learning Outcomes

One optional additional Student Learning Outcome may be added by the instructor

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

Students understanding of genre and medium awareness is assessed through the attached How Gender Has Changed Over Time: An Oral History Assignment. This assignment requires students to describe their findings in an essay and an oral presentation. Students learn about the advantages and disadvantages of different mediums of communication and are assessed in how effectively they can use the genres of both writing and speech to describe what they learned.

Students also evaluate and produce arguments in the How Gender Has Changed Over Time: An Oral History Assignment. This project assesses student's argumentation skills by requiring them to analyze the experiences and perceptions of gender experienced by three friends or family members over the age of 50. Students then compare and contrast these three narratives and use them in an argument describing how gender has changed over time. As they complete this assignment, undergraduates learn to support their own claims through their use of the primary evidence they collect through interviews and through the secondary evidence from course materials that they are required to cite. Student's proficiency in evaluating and producing arguments is assessed through their completion of this project.

In addition, students develop skills in understanding and evaluating messages in the How Gender Has Changed Over Time: An Oral History Assignment. As they work on this project, learners collect evidence from interviewing primary sources and inductively analyze these interviews. Students learn about some of the approaches social scientists use in their research studies as they distill evidence from these interviews to establish arguments concerning gender. Students come to understand how a systematic approach to gathering and analyzing evidence is the foundation of a strong argument. Learner's skills in understanding and evaluating these messages are measured through this task.

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

Learners expand their problem setting skills in the How Gender Has Changed Over Time: An Oral History Assignment. The interviewing component of this project requires students to ask open-ended questions of community members that are designed to elicit people's experiences and perceptions of gender and how gender has changed over time between two different time periods. In conducting these interviews, students ask open-ended and follow-up questions relevant to the social context of the interview. These skills will be measured from their completion of this assignment.

The How Gender Has Changed Over Time: An Oral History Assignment also develops student's skills of evidence acquisition. In completing this project, students learn how to acquire primary source evidence by conducting interviews which are later synthesized into an argument. Students must also incorporate relevant information from course materials into their argument. Learner's abilities to acquire and use these different forms of evidence is assessed through this assignment.

Undergraduates' skills of evidence evaluation are both expanded and evaluated through the How Gender Has Changed Over Time: An Oral History Assignment project. In their write up and presentations, students evaluate the relevance of the interview data they collect and apply concepts and information from course materials to explain the similarities and differences between the three interviews they analyze. Students learn to evaluate and use different forms of evidence as they construct arguments they make in this paper and presentation.

Students also develop their skills of reasoning through completing the How Gender Has Changed Over Time: An Oral History Assignment project. In their work constructing their argument about gender changes for this paper, students identify and collect evidence that is used to establish conclusions about how gender relationships have changed over time. These skills are also assessed through their performance on this assignment.

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 the outcomes of the third essential skill. 200 – 300 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*

Students demonstrate collaboration and teamwork skills in the Sociology of Gender through their completion of in-class discussion activities. These group work assignments require students to collaborate as a team in accomplishing three tasks: researching course texts to find answers to discussion questions, writing accurate responses to these questions, and briefly presenting their answers to the class as a whole.

Students also develop intercultural reasoning skills and intercultural competence through their completion of the How Gender Has Changed Over Time: An Oral History Assignment. By interviewing regular people in their own communities about their experiences and perceptions of gender relations, students learn about cultural perspectives about gender that are likely to vary from their own experiences and perceptions. During the final student presentations about their projects, students also learn about a variety of cultural lenses converging on how gender is understood by people who live in their communities, and how it has changed over time.

Students also engage in civic discourse and expand their level of civic knowledge and engagement through the How

Gender Has Changed Over Time: An Oral History Assignment as well. In doing this project, students explain their findings about community member's perspectives of gender, and how gender has changed over time. At the same time, they describe their own analysis of these perspectives on gender in their final paper and presentation assignments. Students skills in this area are assessed through their performance on these assignments.

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 the outcomes of the third essential skill. 200 – 300 words.

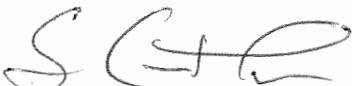
E. Supporting Documents

☒ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

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

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer

1/24/19

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Sociology of Gender: SOCI2220
How Has Gender Changed Over Time? An Oral History Assignment

Overview

For this assignment, you will be required to conduct three face-to-face depth interviews with someone you know over the age of 50 who is willing to discuss their experiences of gender. You will analyze this data to write up a rough draft, a final draft, and conduct a presentation to other students in the class. The due dates and the percentage of your final grade are listed below. More details on how to complete each component of this assignment are included in what follows.

Research Project Component	Due Date	Percent of Final Grade
Rough Draft/Outline		10%
Final Draft		30%
Presentation		15%

Whom to interview?

The person you interview should be someone you know very well, such as a family member or friend that you get along with. The person you interview *must be over age 50, and be willing to discuss their experiences of masculinity or femininity for approximately 30 minutes*. The person cannot be someone from our Sociology of Gender class. If you have trouble finding three volunteers to interview that meet this criteria, or think you may have trouble finding volunteers, please let me know as soon as you can.

The reason for the age limitation is because your task for this assignment is to capture people's experiences of how gender has changed over time. Your goal in these interviews is to capture as much detail as you can from the person about their experiences of gender when they were in their 20's, and their perceptions of how gender in the United States has changed since then. More details are described about these questions below. ***Please know that I am always available for help and consultation at any stage of this assignment. I can be reached after class, during office hours, or via email at Jmoss18@cnm.edu if you have any questions.***

How to Conduct Your Interviews

Remember that your goal is to understand the experiences and perspectives of gender from the perspective of the person being interviewed. *This means that you should not try to persuade the person you are interviewing to agree with your point of view, nor share your opinion about these topics unless you are asked. Refrain as best you can from speaking about your own experiences or opinions when conducting interviews. Do your best to avoid judging what the other person is saying. Instead, you should be focused on listening what they have to say, and asking open-ended questions that invite the person you are interviewing to keep talking so you can hear a detailed response of their experiences and what they think.* You are not required to record this interview, but you should do your best to take notes on what your interviewee said. Make sure to bring paper and a pen to jot down notes as the person is talking. Do your best to get your respondent's answers to all the questions that are listed below under the Questions/Procedure section below. Try to keep your interview going for at least 30 minutes long if you can, but longer is OK, too. It is also key to respect the time and feelings of person whom you are interviewing. If you sense that the person you are talking to is uncomfortable, stop the interview and check-in with them. If the person does not wish to answer your questions, that is OK. Ask them if they wish to stop the interview. If they agree to continue, move on to the next question. You may need to conduct another interview with someone else if you were unable to get responses from any of your volunteers.

It is extremely important that you respect the time and point of view of the people you are interviewing. Rather than judging the experiences or the perspectives of the person while you are conducting the interview, think of what they have to say as "data," and do your best to take on the sociological perspective that you have learned about in class. Do your best to set your own perspectives about gender aside during the data gathering process.

Procedure of Interviews

Interviews should take place at a location where the noise level is quiet enough for a conversation and where both you and the interviewee are comfortable. Please pay attention to your own feelings of comfort and discomfort as well. If you don't know the person you interview very well, conduct your interview in a public place such as a place where people are around on campus or at a café. I strongly advise that interviews take place during business hours.

Interview Questions

The interview should begin with students fully informing the person about the project they are doing, the amount of time that the interview will require, and the questions that will be asked (students may want to show them this handout if requested). People being interviewed should be informed that they can end the interview for any reason, and do not have to answer any question they feel uncomfortable answering. (Note: if the interview is stopped before you have answers to the required questions, you will need to find someone else to interview). It is also very important that you *never identify the real name* of the person you are interviewing in any writing or text that is created as you complete this assignment. Instead, use a fake name and keep the person's identity confidential. Make sure to inform the person you are interviewing that their name will not be shared in connection with this paper or project.

The list of topics that you are required to cover in your three interviews are listed below. I have also included some sample questions. The blank spots in the questions are for you to fill in to make them more relevant to what was said in the interview. If you feel these sample questions are not appropriate, you do not have to use them word-for-word, but you should ask questions that will cover the same topics. Do your best to establish rapport with your respondent. Make sure that you maintain eye contact with your respondent when you ask your interview questions.

1) Topic: Introducing Expectations

Introduce yourself and discuss the reason for the interview. Inform your respondent that this is for a class assignment and that the information will not be published. It will only be read by me for purposes of assessment and grading. Ensure that you will not identify your respondent's name in the paper you are writing, and that they can end the interview at any time and for any reason. Inform your respondent that the interview will be like a conversation, except you will be mostly listening and asking questions instead of talking and that the more details your respondent has to share with you, the better. Explain that you will be taking notes during the interview so you can remember what they said.

Finally, introduce the topic of the interview. Tell them that you would like to hear about their experiences when they were in their 20s and compare them these experiences and perceptions to what it is like for them today. Make sure that you stick with the interviewee's gendered experience and perceptions, not your own.

2) Topic: Experiences of Gender when Respondent was in their 20s

Please address the topics below. You do not have to use the exact questions as they are written below, as long as you ask about the same topics. The follow up question are designed to persuade your respondent to share more details about their experiences.

Interview questions if you are speaking to a man

The first topic I'd like you address concerns your experiences. I'd like you to think back to when you were in your 20's and what it was like to be a man. Think of a memorable time you had in your 20s when your masculinity was an important factor that affected your experiences. Walk me through what that experience was like. I'd like to hear about all the details that you can remember.

Interview questions if you are speaking to a woman

The first topic I'd like you address concerns your experiences. I'd like you to think back to when you were in your 20's and what it was like to be a woman. Think of a memorable time you had in your 20s when your femininity was an important factor that affected your experiences. Walk me through what this experience was like. I'd like to hear about all the details that you can remember.

The following are suggested follow up questions.

- "Can you tell me what happened next?"
- "I'd like to hear more details about _____."
- "Please tell me more"

3) Topic: Perceptions of Gender Norms when Respondent was in their 20s

Interview questions if you are speaking to a man

I'd like you to think back to when you were in your 20's. During this time period, how were men supposed to act and what were men expected to do? I'd like to hear about all the details about this that you can remember.

Interview questions if you are speaking to a woman

I'd like you to think back to when you were in your 20's. During this time period, how were women supposed to act and what were women expected to do? I'd like to hear about all the details about this that you can remember.

Follow-up questions:

- Can you tell me more details about _____?
- What was it like to be expected to do _____?

3) Topic: Experiences of Gender Today

Interview questions if you are speaking to a man

Now I'd like to hear about your experiences of being a man today. Can you describe a memorable time in the past year when masculinity was an important factor that affected your experiences? I'd like you to share everything you remember.

Interview questions if you are speaking to a woman

Now I'd like to hear about your experiences of being a woman today. Can you describe a memorable time in the past year when femininity was an important factor that affected your experiences? I'd like you to share everything you remember.

The following are suggested follow up questions.

- "Can you tell me what happened next?"
- "I'd like to hear more details about _____."
- "Please tell me more"

4) Perceptions of Gender Today

Interview questions if you are speaking to a man

I'd like you to think about how you think men are expected to act in today's society. How are men supposed to act today? What are men expected to do? I'd like to hear about all the details about this that you can remember.

Interview questions if you are speaking to a woman

I'd like you to think about how you think women are expected to act in today's society. How are women supposed to act today? What are women expected to do? I'd like to hear about all the details about this that you can remember.

- Can you tell me more details about _____?
- What was it like to be expected to do _____?

5) Topic: Wrapping up

Interview questions to wrap up

I'd like to hear if you have anything else to say. Is there anything else you'd like to share?

How did the interview go? Do you have any questions about the interview itself?

Brief Survey

After you ask the open-ended questions for your depth interviews, ask them the closed ended questions below. If your respondent refuses to answer any of these questions, respect their wishes.

- What year were you born?
- Which race do you most closely identify with?
- Do you consider yourself working class, middle class, or upper class?

Make sure to thank your respondent after you've collected your data.

Summarize your interviews in more detailed notes as soon as possible.

As soon as you are finished with your interview, use the handwritten notes you took to write up what your respondent said in response to the last topics above. You should write as much as you can remember about your participants response to each topic. Make sure to use a fake name instead of the person's real name as you write up these responses.

When summarizing your interviews, you must describe the person's:

- Experiences of gender in their 20s
- Their perceptions of gender expectations in their 20s
- Experiences of gender today
- Perceptions of gender today
- How these experiences and expectations of gender changed over time, or not.

Creating the Outline and Rough Draft of your Final Paper

The next step will be to synthesize the summaries of your three interviews into an outline and rough draft by describing and explaining the commonalities and differences that were described by each of the people you interviewed.

As we discussed and practiced in class, it may be helpful to engage in a process of analysis sociologists call coding. To code, read through your interview notes and identify patterns in all of your respondent's reported experiences and perceptions of gender expectations that you see occurring in your interview summaries. Write these patterns down in the margins of your summaries. These marginal comments should not be extensive – just a few words, or a sentence at most. Once your notes are coded, see if there are any recurring patterns in the codes you wrote. If you find any recurring patterns, create a separate file for each code or pattern, making sure to keep track of which sections of text matches up with which respondent

After all your summaries are coded, make a separate file for each term or concepts and cut and paste each section of text into a separate file. Analyzing these separate files of codes should help you identify patterns in your data

Once the text of your interview summaries are sorted, you can begin thinking of your outline which should be about a page or two long. Your first paragraph should include your thesis, followed by paragraphs describing your research question, the interview process and your feeling during the interview.

Following this will be a description of the codes you created and the variations you found within each code. Each code will eventually become a paragraph in your final paper. Write up your outline synthesizing your interviews, and use this outline to write your rough draft.

Format Rough Draft and Outline

Your rough draft should have a thesis statement in the first paragraph followed by a description of the codes or patterns that you found in your interviews. Your rough draft should be about the same length as your final paper (4-5 pages) and should describe a synthesis of your interviews, focusing primarily on describing your respondent's experiences and perceptions of gender, and how the data from all three respondents were similar or different. You should do your best to explain why these similarities and differences exist and also integrate any concepts from our course materials that are linked to the data you uncovered in the interviews. For example, if you interviewed people who are different ages, you may find that people's experiences and perceptions vary because of this. You may also find evidence of intersectionality in your interviews, that experiences and perceptions of gender vary by race and class status. Make sure to integrate these explanations into the body of your essay and into your thesis statement.

Since this is a draft, it is ok if you don't meet all of these requirements, but the closer you are to meeting these criteria, the easier time you will have writing up your final draft. Staple your outline to the front of your rough draft. Make sure that your draft is double-spaced and uses a conventional 12 point font. Your draft should include the following topics:

1. A description of how you obtained the interview data for this assignment
2. A thesis statement at the end of paragraph 1
3. A description of the demographics of your three respondents taken from your brief survey before your interviews (gender, race, age)
4. Experiences and perceptions of gender expectations from each of your respondents
5. Possible explanations for the similarities and variations you found
6. Any relevant concept from course materials should be included. Your source for each course concept should also be correctly cited using an accepted citation convention that is consistent throughout the paper. Please do not use any other content outside of the articles you retrieved and your course materials (readings, textbook, lecture material) unless you check with me first. Examples of outside material would include but are not limited to blogs, Wikipedia, and other websites.

Final Draft

Use the comments I made in your draft and respond to them. *To do well on your final draft assignment, it is very important that you respond to all or nearly all of my comments. If you simply turn in a copy of your draft paper again, you will earn a failing grade on the final paper draft component this project.*

Your final paper should be written in essay format with a thesis statement at the beginning of your paper describing what your paper is about and an appropriate title. Each paragraph should have a topic sentence describing what the paragraph is about. The end of each paragraph should have a transition sentence leading to the next paragraph. I expect your final paper to be an example of your very best writing. Your writing should clearly communicate your ideas and be free from grammatical errors such as sentence fragments and run-on sentences. I advise everyone to consult with a CNM writing tutor before turning in their final paper. Your final paper should address the include the topics described that were included in your rough draft, described above.

All claims that are made in your final paper should be cited supported with evidence from other course materials, or evidence from your interviews. If you use course concepts, you must cite your sources. As we discussed in class, citations should be included in your paper whenever summarize or describe an idea from your articles or from class materials, or whenever you place a word-for-word direct quote from another source into your paper. Make sure to correctly cite your sources anytime you describe one of your articles or a concept from class.

Format and Grading of Papers

Handwritten papers will not be accepted. Please use a 12-point conventional font with default margins. Double space your paper. Your paper should an example of your very best writing with no grammatical mistakes. Your paper should be in the form of an essay and have a thesis statement with paragraphs. Your paper should be about 4-5 pages long and stapled with an appropriate title linked to the topic of your paper. You must cover the topics described above or you will lose points on this assignment. Late papers will be accepted, but final grades for late papers will be reduced by 5% for the first fifteen minutes your paper is late followed by an additional 5% for each calendar day your paper is late. Please not that calendar days include both weekends and holidays.

Presentation

You will also be required to conduct a short 7-10 minute presentation on what you discovered in your final paper to the students in class. Your presentation cannot just be a reading of your paper to the class. Instead, you should use your final paper to construct new presentation materials. Your presentation must include presentation slides or some other visual materials that are connected to your talk. Make sure that the images you use in your slides are linked to the ideas you are communicating about in your talk. When you conduct your presentation, you should consider how oral presentations are different forms of communication from essays. Please do not use large amounts of text that you then read for your presentation, as this is not an effective way to communicate with your audience through speech. Instead of filling up your slides with text or bullet points, *use imagery in your slides to display examples of what you are talking about, but do not show pictures of your respondents*. Rather than read the text in your slide, use text in your slides sparingly, as topics or agenda items that you are planning to discuss.

You do not have to dress up for your presentation, but you are expected to conduct yourself professionally. This means that all of your presentation materials should use correct spelling, without grammatical errors. You should not use any slang in your presentation, chew gum or eat when presenting. Your speech should be clearly enunciated and be paced appropriately so that your audience can understand what your paper was about. Make sure to make frequent eye contact with your audience when you conduct your presentation. Practice your presentation and ensure that it falls within the time limit of 7-10 minutes. If your presentation goes over 10 minutes, I will ask you to stop so that other students will have enough time to conduct their presentations.

Component Skill	Novice (1)	Emerging (2)	Developing (3)	Proficient (4)
Communication				
Effectively communicates in multiple genres/mediums				
Effectively uses primary interview evidence to support argument				
Effectively analyzes and synthesizes interview data				
Critical Thinking				
Interview data reflects development of effective question/problems				
Acquisition of qualitative interview data that addresses assignment requirements				
Acquisition of information from course materials that are effectively integrated into assignment				
Claims are supported with appropriate evidence from interviews and course materials.				
Personal and Social Responsibility				
Describes perspectives concerning gender from multiple community members				
Demonstrates civic discourse, civic knowledge and civic engagement through reporting of diverse perspectives in assignment				

NEW MEXICO HIGHER EDUCATION DEPARTMENT



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DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	School of Communications, Humanities, & Social Science
Course Number, Title, Credits	SOCI 2240, Sociology of Intimate Relationships
Co-requisite Course Number and Title, if any	Reading & Writing Skills 2
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	Khayyam Qidwai or John Moss, Sociology Instructors
Email and Phone Number of Contact Person	KQidwai@cnm.edu 951-544-0359; JMoss18@cnm.edu

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

SOCI 2240, Sociology of Intimate Relationships

List all learning outcomes that are shared between course sections at your institution.

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 sociological approaches to researching intimate relationships and families.
2. Describe important sociological research findings concerning intimate relationships and families.
3. Explain how intimate and familial relationships are affected by multiple intersecting inequalities and ongoing events in other social institutions.

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

Skills relating to communication, medium use and awareness, message evaluation, and production of rational and academic arguments are addressed throughout the course in group discussions, course discussions, readings, videos, etc. Students read different perspectives on intimate relations over time and cultures, evaluating the messages for cultural, political, and economic influences. After being exposed to countering perspectives, students then develop their own arguments based on well-reasoned and academically informed data. These components are repeated in a Book Review & Presentation.

In the Book Review & Presentation students will present their analysis both in written form as well as orally to the class. They further use visual aids of their choice, weighting the strength and weaknesses of different mediums based on their needs, topic, and time constraints.

All students choose three potential books for their paper, evaluating each potential book for its relevance to the course and effectiveness in delivering the core message of the book. Once a book is decided upon, students delve deeper into the book to seek out the key arguments, rebottles, and application of course material and theories to the book.

Students then evaluate the claims of the book in order to present their own assessment and arguments of the topic. While topics may range from the social construction of love to economic factors of divorce and family relationships, students scrutinize the theories and arguments of the book in order to differentiate between fact, analysis, and opinion. After doing so, students present their own perspective relying on course content and facts they have researched.

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

Students expand their critical thinking skills by analyzing a variety of issues relating to intimate relationships from a sociological lens, identify and gather relevant research, evaluate research, and develop informed conclusions. This is done throughout the term on topics such as theories of love, causes of divorce, family dynamics across cultures, etc. Students further choose a specific topic to study deeper in a Book Review & Presentation.

An early component of the Book Review & Presentation is the submission of three potential book choices. In the submission students must clearly explain the problem being addressed in each book, with a further detailed explanation in the final paper and presentation once one of the three books has been approved. As students read

their chosen book, they identify potential areas of bias of the author, recognize assumptions that are made based on the theoretical framework utilized in the text, and evaluate the validity of the data presented. This is further contrasted by the student against research discussed in class relating to family and marriage. Students evaluate the logic and reasoning of the books conclusions, presenting their own perspectives as backed up by research. If the book addresses a problem related to family and marriage, students further propose a solution.

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 the outcomes of the third essential skill. 200 – 300 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*

While the course has a focus on intimate relations from an US perspective, a cross national perspective is also addressed where appropriate, with an emphasis on social justice and civic discourse. Issues of morality as well as cultural relativism are inherent throughout the course, especially when addressing more controversial topics such as reproductive rights, gender roles, divorce, etc. In doing so students must consider their own biases. These issues are further addressed at the end of the term in a Book Review & Presentation.

The Book Review & Presentation not only requires students to review an academic text but to further consider how the issues may be viewed across different cultures, and how the material has impacted their own thinking and biases. The issues are not analyzed in isolation but viewed in the context of cultural relativism and the relationship between the social intuitions of family and marriage with other societally important realms including the environment, economic systems, political systems. Students, relying on ethical reasoning, academic research and case studies from other cultures, must come to a logical solution and/or analysis that recognizes equality and justice. Civic discourse and engagement is an inherent aspect of the course and as such the project asks students to consider how they themselves may have a positive impact on the issues addressed in their text. While students may and are encouraged to present their own opinions in the review and presentation, as a means of self reflection, all components must be supported with ethical reasoning, evidence base, and explicitly draw upon course concepts.

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 the outcomes of the third essential skill. 200 – 300 words.

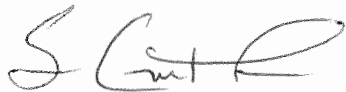
E. Supporting Documents

☒ **Sample Course Rubric Attached** (recommended) ☒ **Sample Assessment Attached** (required)

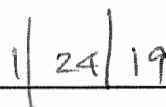
F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Sociology of Intimate Relationships: Book Review & Presentation

This book review assignment is made up of three with due dates as listed below. The written report should be about 6-10 pages and include both a brief summary and a more extensive critical reflection on the material.

	Due Date	Points
Book Choices		
Rough Draft		Optional
Final Paper		
Presentation		

Book Choice: Choose no less than THREE potential books that you consider relevant to the subject of intimate relationships and would like to read for this paper. Briefly explain the focus of the book, its relationship to one or more topics of the course, and justify why the topic is worthy of being studied.

Rough Draft:

Students have the option of submitting a rough draft and receiving instructor feedback. The rough draft does not have to be a completed draft of the paper. The draft may be a full paper, partial paper, outline, etc. Please see the final paper requirements for a guide of what may be included in your draft. This assignment is optional and is not graded. All students are encouraged to submit a draft, even if partial, to ensure they are on the right track.

Book Review & Presentation:

The review and the presentation should follow the basic format—a brief introduction and summary, a critical evaluation of the book, connection to course concepts and a conclusion. You may use PowerPoint or any videos or materials you think would be illustrative as part of your presentation. However, please be conscious of time and do not overly rely on supplements. The paper should be double spaced in New Times Roman and 12 point font. Margins should be 1 inch on all sides (if this is not the default on your computer, please fix it).

You should try to address the following specific points in your review. The ordering of them can depend on the specifics of the book and your personal academic writing style.

- What is the topic of the book? How well does it cover this topic? Why is this topic important?
- What are the book's objectives? Does it convincingly meet its objectives?
- What types of evidence are given to support the author's thesis? Is the evidence convincing or not?
- Are topics missing that should be covered? Explain why you think so. Give examples.
- Please comment on the book's style, organization, clarity and use of figures, diagrams, data, tables, or artwork.
- Connect themes and findings from your chosen book to issues and concepts that are in the course reading or discussed in class. No less than five terms, or concepts should be addressed in the paper. Be sure to clearly explain the issue or concept you are introducing. (Do not say concept X relates back to the class. Tell me what the concept is, how it is addressed in the book/film and how it relates back to course material.)
- Evaluate how the topic and conclusions drawn within the book may be viewed differently across different cultures and/or across different moments in time.
- Most books will either focus on or touch upon areas of controversy that connect to issues of equality and justice. What issues addressed in your text may be connected to issues of justice. This may include but is not limited to environmental, social, cultural, political justice, etc. In what ways can the individual help to shape this issue?
- Did the book shape your thinking on the subject?

Central New Mexico Community College
School of Communications, Humanities and Social Sciences
Student Learning Assessment: SOCI 2240

Assessment Team Scoring Rubric

Component Skill	Novice (1)	Emerging (2)	Developing (3)	Proficient (4)
Communication				
Effectively communicates all components of the assignment in both the paper and presentation.				
Effectively contrasts opinions and evidence-based arguments, taking into consideration the theoretical assumptions of the author of the chosen book.				
Claims are supported using evidence, regardless of being presented in the paper or presentation.				
Critical Thinking				
Clearly defines and describes the issues and problems addressed in the chosen book.				
Acquisition of appropriate and diverse evidence from the chosen book, course content, and outside research.				
Evidence-based claims are used effectively to evaluate opinions from interviews				
Proposes a well-reasoned and informed solution.				
Personal and Social Responsibility				
Describes the relationship of cultural relativism and justice to the primary topic of the book.				
Examines the connection between intimate relationship and environmental, socio-cultural, political and/or economic systems.				
Recognizes and compares multiple ethical perspectives in developing a proposed solution				
Demonstrates civic discourse, civic knowledge and civic engagement by proposing how individuals may positively impact problems of intimate relationships, as presented in their text.				

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GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	Sociology
Course Number, Title, Credits	SOCI 2250, Sociology of Race and Ethnicity, 3
Co-requisite Course Number and Title, if any	Reading & Writing Skills 2
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	John Moss or Khayyam Qidwai, FT Instructors of Sociology
Email and Phone Number of Contact Person	Jmoss18@CNM.edu

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

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

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

Which essential skills will be addressed?

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

C. Learning Outcomes

This course follows the CCNS SLOs for

SOCI 2250, Sociology of Race and Ethnicity

List all learning outcomes that are shared between course sections at your institution.

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 sociological methods used in researching race and ethnicity.
2. Explain sociological theories that are used to analyze race and ethnicity.

3. Evaluate how immigration, colonization, and social policies have affected racial and ethnic groups.
4. Describe how capitalism and other forms of social stratification, such as class, gender, nationality, disability, and sexual orientation, intersect with race and ethnicity.

Institution-specific Student Learning Outcomes

One optional additional Student Learning Outcome may be added by the instructor

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

Students understanding of genre and medium awareness are assessed through the Research Project assignment included with this application. This assignment requires students to report interview findings and research findings about a topic within the sociology of race and ethnicity through two communicative forms: an oral presentation to other students in the class and a formal essay. By describing their findings in these two different mediums, students learn about the advantages and disadvantages of different forms of communication and are assessed in how effectively they can use the genres of both writing and speech to describe what they learned.

Students also develop strategies for understanding and evaluating messages as they work on the Research Project. In this assignment, students must read and summarize the research methods and findings from three peer-reviewed journal articles written by sociologists concerning the sociology of race and ethnicity. As they weave these ideas into an essay that places these arguments into a dialogic format, students distill the key arguments of each research study, consider the evidence each researcher uses to support their claims, and interpret the debates that sociologists describe in these papers.

Students learn to evaluate and produce arguments in the Research Project assignment. This project assesses student's ability to evaluate sources of information by requiring them to identify and retrieve three peer-reviewed journal articles linked to the sociology of race and ethnicity from CNM library databases. As they complete this assignment, undergraduates learn to differentiate between supported and unsupported arguments, and learn to support their own claims through their use of social science evidence they are required to cite. Student's proficiency in evaluating and producing arguments is assessed through their completion of this project.

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

Students learn problem setting skills in the Sociology of Race and Ethnicity as they describe a problem that would be appropriate to explore for their Research Project assignment that is included with this application. Students skills of problem setting are evaluated through this assignment.

Learners expand their ability to acquire evidence through completing the Research Project assignment included in this application. Students gain skills in evidence evaluation as they identify and retrieve the three peer-reviewed journal articles written by sociologists using journal article databases. Each article they retrieve must address a specific research topic they've chosen that is linked to the race and/or ethnicity. Students are evaluated through their performance on this component of the assignment.

Students obtain skills in evidence evaluation through the Research Project as well. Undergraduates learn to differentiate between different sources of evidence as they locate peer-reviewed academic journal articles written by sociologists. Once they locate these sources, students must evaluate the connections each researcher makes between claims and evidence in their research studies and assess how their set of journal articles could fit together into an essay. This exercise leads students to identify agreement and disagreements between different researchers working in the discipline of sociology. Students are assessed in evidence evaluation through their completion of this assignment.

Students also develop reasoning skills through the Research project. This assignment requires students to synthesize three peer-reviewed sociological research studies concerning race and ethnicity into an essay. In accomplishing this task, students learn to identify the strengths and weaknesses of different sociological arguments, and develop conclusions based on the evidence they learned about in these research studies. These skills are assessed through the student's performance on this final project.

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

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 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*

Students demonstrate collaboration skills and teamwork in Sociology of Race and Ethnicity through their completion of in-class discussion activities. These group work assignments require students to collaborate as a team in accomplishing three tasks: researching course texts to find answers to discussion questions, writing accurate responses to these questions, and briefly presenting their group's answers to the class as a whole. Skills of collaboration and teamwork are assessed through the successful completion of these in-class group activities.

Students taking the Sociology of Deviance become more civically engaged community members through the Research Project assignment included in this application. In completing this project, students are required to explain three positions sociologists have taken concerning a topic relevant to the sociological study of race and ethnicity. Students come to recognize how different evidence-based perspectives on a topic can co-exist as they identify and analyze the three peer-reviewed sociological studies that are required to complete this assignment.

Students develop skills of intercultural reasoning and intercultural competence as they complete the Research Project identified in this paper. As they analyze the peer-reviewed research articles written by sociologists that they are required to study for this assignment, students will learn that the racial stereotypes circulating within the dominant representations in US popular culture are contradicted by the available evidence. These new perspectives on race strengthen student's abilities to describe social justice issues that are connected to issues of racial privilege and racial discrimination in the United States. Students level of intercultural competence will be assessed through their performance on this assignment.

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 the outcomes of the third essential skill. 200 – 300 words.

E. Supporting Documents

☒ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer

1/24/19

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

SOCI 2250: Sociology of Race and Ethnicity: Research Project

For this assignment, you are required to write a short essay describing sociological research concerning a topic that falls within the sociology of race and/or ethnicity. Each student will need to choose a different topic. The paper will be completed in stages. Each assignment leading up to your final paper and presentation are due during the dates indicated below. The description of each component of this assignment is described in more detail below.

Research Project Component	Due Date	Percent of Final Grade
Topic Paragraph		5%
Instructor/Student Meeting		5%
Annotated Bibliography		10%
Outline/Rough Draft		10%
Final Paper		30%
Presentation		10%

****Each required component of the paper must be submitted in order for subsequent components to be accepted for a grade.****

Topic Paragraph Assignment

The first step is to choose your topic within the sociological study of race and ethnicity that you wish to learn more about. Your topic must be narrow enough to address in 4-5 pages, and be linked to a subject that has already been studied by other sociologists who have conducted research about race and/or ethnicity. Some examples you could write about would include: controlling images of Black men in the mass media, the overlap between race and class, how racialization has changed over time, the changing attitudes about race, institutional racism in schools, etc. The topics listed above are by no means the only ones you can write about. We will be discussing possible topics in class this week and next. If you still aren't sure what topic you wish to write about, feel free to meet with me after class or during office hours to discuss your interests in person. You may also wish to reflect back on previous topics that may have interested you and/or review course materials for ideas.

Once you've settled on a topic, you will need to write up a short description of what you wish to write about. If you have more than one topic in mind for this paper, that is OK, too. Feel free to describe up to three different topics if you aren't able to decide on just one at this point.

The goal for this assignment is for us to communicate to each other about what you wish to write about. It will give me a chance to help you decide on a topic, and to help guide you early on in the writing process so that your paper topic is doable within the timeframe of a semester. Your write-up should also include a detailed explanation of each of the topics you wish to research.

Formatting of the Topic Paragraph Assignment

Your paper must be typed, double-spaced and in a conventional 12-point font. This paper does not have to be in the form of an essay, but it should be written in sentences using well written paragraphs. Write one to two paragraphs introducing each paper topic you are interested in exploring. Make sure each of your paragraphs has a topic sentence that describes what the paragraph is about. I expect this paper to be an example of your very best writing and free from grammatical errors. Make sure to give your topic paper an appropriate title. This paper should be about a half page long for each topic you describe.

Instructor/Student Conferences

After your topic paper is graded and reviewed, read my comments on the topics you describe and bring your paper to your meeting with me. We will be scheduling short meetings during our class time in week 6 so that you can ask me questions about your topic paper, discuss your topic and collaborate together in making a final decision on what your research paper will be about. This meeting is required before you start the next stage of retrieving peer-reviewed research articles and writing up your annotated bibliography.

Annotated Bibliography Assignment

For the bibliography assignment, you will need to find 3 peer-reviewed academic journal articles written by sociologists that are linked to the topic you described in your topic paper. As we learned from the library instructional day, *the term peer-reviewed means that the article was read carefully by other sociological scholars and vetted to ensure that the research is of high quality.* The best data-bases for sociological research articles at the CNM library are Jstor and Academic Search Complete. You can also find references using other databases, such as google scholar. However, because google scholar articles do not have PDF copies of articles on their search engine, you may have to fill out an inter-library loan request form to get the PDF version. If you run into any problems finding an article that you need, please do not hesitate to contact me or a librarian right away for help. Please see this website for the library's contact information: <https://www.cnm.edu/depts/libraries/contact-libraries>

The next step is to write up a citation for each article using a commonly known bibliographic format. I am not picky about which format you choose (ASA formatting, APA formatting, or MLA formatting are all OK), but the format you use should be consistent throughout the bibliography. Remember that each of your sources *must* be research articles written by a sociologists from an academic journal that is linked to your chosen topic. *The textbook, lectures, and class handouts may not be used as one of your references*, but you may use the bibliography at the end of your textbook to help you locate appropriate sources.

Once you write down a citation for each article, describe how you will use the article in a *two paragraph* write-up summarizing the article and justifying how it will fit with your paper topic. The first paragraph should focus on summarizing the methods the researcher used, the findings/results section and the discussion/conclusions section for each of your articles. The second paragraph should describe how you think the article you've chosen will fit. Each paragraph should be about half a page. Attach a paper copy of each article you summarize to the back of your annotated bibliography.

Format of Annotated Bibliography Assignment

Your annotated bibliography must be typed up using a conventional 12-point font, with one inch margins. Write your name and the date in the top right hand corner. Number your pages. Single space each written citation, using the correct punctuation and format of the citation style you've chosen to use, but please do not single space your summaries. Your summaries should be double spaced and located beneath each written citation so I can write comments about your articles. *Remember that you will need 3 peer-reviewed research articles written by sociologists.* If any of your articles are not written by sociologists, or are not peer-reviewed, you will not receive credit for this assignment. Each of your three articles must be attached to your annotated bibliography.

Once you've gotten back your annotated bibliography assignment from me with my comments, make sure to read my feedback about each of your articles. You may need to replace one or more articles. If I did ask you to replace or find a new article, make sure that you send your new article to me at: jmoss18@cnm.edu so I can make sure it will work for your paper. If you have trouble finding a replacement article, please let me know and I can help. You can also contact a librarian for help as well.

Outline/Rough Draft

Now that you have established a topic for your paper and have three articles that address your topic, it is time to start writing up your outline and rough draft of your essay. Focus on summarizing three different sections of each of your articles: the methods section, the findings/results section, and the conclusion/discussion section. You may find that

you may have already written down some of this information for the previous annotated bibliography assignment. You are welcome to use this as a starting point.

There are many options for organizing your paper, depending on how your articles fit together. *One way to decide an organizational strategy would be to use the concept mapping exercise we learned about in class.* Once you decide how to organize your paper, write up a short one page list of topics in an informal outline that reflects the topics in your draft. You may use the article summaries you wrote up in your annotated Bibliography assignment as a starting point, but make sure to go into more detail. Make sure to define any esoteric sociological jargon. This would include any concept from class that a regular person who has not taken a sociology class would know. Incorporated any relevant concepts from our course readings that are relevant to the articles you are summarizing

After expanding on your earlier summaries and deciding on an organizational strategy, write up a draft thesis statement describing what your paper will be about. You may find that parts of your topic paragraph assignment could also be reworked into your thesis statement. Locate your thesis in your first paragraph.

Your rough draft should be about the same length as your final paper (4-5 pages) and should describe each one of your articles, focusing primarily on the findings/results and discussion/conclusions section of each article. Since this is a draft, it is ok if you don't meet all of these requirements, but the closer you are to meeting these criteria, the easier time you will have writing up your final draft.

Final Paper

Use the comments I made in your draft and respond to them. *To do well on this assignment, it is very important that you **respond to all or nearly all of my comments.** If you simply turn in a copy of your draft paper again, you will earn a failing grade on the final paper component this project.*

Your final paper should be written in essay format with a thesis statement at the beginning of your paper describing what your paper is about and an appropriate title. Each paragraph should have a topic sentence describing what the paragraph is about. The end of each paragraph should have a transition sentence leading to the next paragraph. All claims that are made in your final paper should be cited and supported with evidence from your journal articles and other course materials. Citations should be included in your paper whenever summarize or describe an idea from your articles or from class materials, or whenever you place a word-for-word direct quote from another source into your paper. Make sure to correctly cite your sources anytime you describe one of your articles or a concept from class. Please do not use any other content outside of the articles you retrieved and your course materials (readings, textbook, lecture material) unless you check with me first. Examples of outside material would include but are not limited to blogs, Wikipedia, and other websites.

Your final paper should incorporate the methods, the results/findings section and the discussion/conclusions section of all of the peer-reviewed journal articles written by sociologists that were included in your Annotated Bibliography assignment, or were approved by me. You are also required to include a bibliographic reference page at the end of your paper with your list of sources cited in the correct format that you chose in your Annotated Bibliography assignment. All esoteric sociological jargon should be defined.

I expect your final paper to be an example of your very best writing. Your writing should clearly communicate your ideas and be free from grammatical errors such as sentence fragments and run-on sentences. I advise everyone to consult with a CNM writing tutor before turning in their final paper.

Format

This short essay should be about 4-5 pages long, not including the works cited page which belongs at the very end of your paper. This paper cannot be handwritten. Please double-space your paper using a conventional 12-point font with 1" margins of your preferred word processing program. Give your paper an appropriate title that is related to the topic you wrote about. Make sure to write your name, class number and date at the top of your paper in single-spaced format. Number your pages.

Presentation of final paper

During the final week of class, you will be required to conduct a short 5-7 minute presentation about your paper to the class as a whole. Your presentation cannot just be a reading of your paper to the class. Instead, you should use your paper to construct new presentation materials. At the beginning of your paper, explain how you became interested in the topic that you wrote about and summarize your paper. Your presentation must include presentation slides or some other visual materials that are connected to your talk.

Make sure that the images you use in your slides are linked to the ideas you are communicating about in your talk. When you conduct your presentation, you should consider how oral presentations are different forms of communication from essays. Do not use large amounts of text that you then read for your presentation, as this is not an effective way to communicate with your audience. Instead of filling up your slides with text or bullet points, use the imagery of your slides to display examples of what you are talking about. Rather than read the text in your slide, use text in your slides sparingly, as topics or agenda items that you are planning to discuss.

You do not have to dress up for your presentation, but you are expected to conduct yourself professionally. Being professional means that the pace of your voice is not too fast, nor too slow, and that your presentation materials have no spelling or grammatical errors. You should not chew gum or eat food when presenting, and your speech should be clearly enunciated and be paced appropriately so that your audience can understand what your paper was about. Make sure to make frequent eye contact with your audience when you conduct your presentation. Practice your presentation at home, and ensure that it falls within the time limit of 7-10 minutes. If your presentation goes over 10 minutes, I will ask you to stop so that other students will have enough time to conduct their presentations. If it is under 7 minutes, you will lose points for this component of the project.

Central New Mexico Community College
School of Communications, Humanities and Social Sciences
Fall 2018 Student Learning Assessment: SOCI 2250

Assessment Team Scoring Rubric

Component Skill	Novice (1)	Emerging (2)	Developing (3)	Proficient (4)
Communication				
Effectively communicates in multiple genres/mediums				
Effectively identify key arguments/debates in peer-reviewed research				
Claims are supported using appropriate evidence				
Critical Thinking				
Effectively describes a research topic				
Acquires 3 peer-review research-based journal articles addressing topic				
Identifies and evaluates debates in peer-reviewed research				
Effectively develops argument using peer-reviewed research evidence				
Personal and Social Responsibility				
Identifies co-existing positions on one topic within peer-reviewed research				
Describes research findings that contradict racial and ethnic stereotypes				

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New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	School of Communications, Humanities, & Social Science
Course Number, Title, Credits	SOCI 2310, Contemporary Social Problems
Co-requisite Course Number and Title, if any	Reading & Writing Skills 2
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	Khayyam Qidwai or John Moss, Sociology Instructors
Email and Phone Number of Contact Person	KQidwai@cnm.edu 951-544-0359; JMoss18@cnm.edu

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☐ Communications ☐ Mathematics ☐ Science ☒ Social & Behavioral Sciences
☐ Humanities ☐ Creative & Fine Arts ☐ Other

Which essential skills will be addressed?

☒ Communication ☒ Critical Thinking ☐ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

SOCI 2310, Contemporary Social Problems

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Identify and explain major social problems in the United States, and how social problems become constructed as problems.

2. Describe and analyze policy-related solutions associated with social problems from various perspectives.
3. Critically examine social problems through the use of sociological theories, methods, and empirical techniques.
4. Identify connections, both national and global, between social problems and social inequalities (e.g., social class, race/ethnicity, and gender/sexuality).

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Students understanding of genre and medium awareness will be assessed throughout the course, including the Social Problems Research & Position Paper. The project requires students to analyze a specific social problem and social movement organization (SMO), including how SMOs communicate their arguments through a variety of mediums. This includes but is not limited to brochures, lectures, research, lobbying, rallies, etc. Students present what they have learned in multiple mediums, including written and oral presentation. Through studying methods of communication of SMOs and presenting their own findings in written and oral form, students learn about the advantages and disadvantages of different mediums.

As part of the same research paper, students demonstrate their understanding and evaluation of messages. Supporting documentation is presented throughout the paper as well as in a bibliography, with students demonstrating their ability to differentiate supported and unsupported arguments. Throughout the class and in the research project students will engage critically with the messaging of social movements and SMOs that attempt to solve contemporary social problems, often termed as “framing” and “claimsmaking.” In group discussions, class discussions, learning activities, and papers students will evaluate the effectiveness of the messaging. Students will analyze the frames and claimsmaking process of social movements and SMOs to better understand and evaluate the usefulness of frame creation, the types of frames, presence of bias, and the claimsmaking process. Throughout the course and specifically in the Social Problems Research & Position Paper, students will evaluate sources and arguments, while also producing their own claims. Students will use a critical lens to evaluate the material they have been exposed to for accuracy and bias. They will present a critical analysis of solutions to the social problems based on what they have researched, and communicate their own analysis based on their understanding of the problems, proposed strategies of others, and the strengths and weaknesses of other strategies to solve social problems

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

The Research & Position Paper will allows students to expand their problem setting skills by having students to identify a social problems, define the problem, and investigate the multiple sides of the issue. Students will gather their own evidence through research of academic articles, evaluate the evidence provided in the research, and come to their own conclusions on the severity of specific social problems as well strategies that could be used to overcome such problems.

The paper will allows develop students evidence acquisition and evaluation skills. Students will then research the

social problem, looking both at academic research as well as the literature of social movement organizations that attempt to solve the social problem. Students will evaluate the literature as well as the biases they may contain. During the early stage of research students will submit an annotated bibliography, with all resources used in the final paper presented in a bibliography.

The skill of reasoning and conclusion will be assessed through the Research and Position Paper as well. After clearly presenting the problem to be studied, gathering research, and analyzing the research, students will then draw their own conclusions about the severity of the problem, possible solutions, and present an informed, researched, and well throughout solution of their own. This process will be presented not only in their final paper but also as a presentation to the 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 the outcomes of the third essential skill. 200 – 300 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*

The skill of intercultural reasoning and intellectual competence skill will be practiced through the use of class discussions, activities, and a final project. Students will not only understand social problems and their causes but also how a variety of social movement organizations attempt to solve the problem. While students may have their preference in solutions, they will still understand a multitude or approaches to the solving of social problems.

The skill of sustainability and human worlds will a component throughout the course and a focus of the research and position paper. Social problems will be studied for their causes, impact, and possible solutions not just for a United States perspective but also study these issues for differences across nations, with a particular focus on how other nations have attempted to solve social problems. The social problems may include but is not limited to wealth inequality, problems of the family, population growth, climate change, etc.

Students will engage in the ethical reasoning skill by studying the problems from a variety of vantage points, individual and collectively, United States and globally, students may then compare and contrast approaches to solving social problems and develop their own strategies. The strategies they develop may be based on a single example, such as health care in the United Kingdom, or based on multiple approaches, such as a complex solution that draws upon the variety of approaches towards health equality throughout Europe and Asia.

The skill of civic discourse, knowledge, and engagement is an inherent aspect of the course that will be practiced and assessed throughout. Students will address how social problems can be addressed by social movements but also how individuals can impact the issue. This requires students to understand the political discourse surrounding an issue, and how differing perspectives can be respectfully discussed with stakeholders and decisions makers. While components of this can be included in the research paper, students also write a persuasive but respectful letter to an individual of influence regarding a specific social problem. The letter requires students to investigate a social problem, understand different perspectives and solutions to the problem, connect the social problem to related issues, and present a written solution in a manner that is respectful and recognizes that validity of other proposed solutions.

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 the outcomes of the third essential skill. 200 – 300 words.

E. Supporting Documents

☒ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

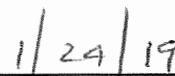
F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Social Problem Research & Position Paper

For this assignment, you will study a specific social problem. You will connect course materials and discussions to outside resources in order to provide an informed analysis of a social problem and no less than one social movement organization that attempts to address the problem. Outside resources may include but are not limited to peer reviewed academic articles, social movement organization pamphlets and other materials, and research oriented books. Each student will have a different topic.

All components of the paper must be the students own individual work. All components of this assignment must be typed and are due at the start of class on the respective due dates. BlackBoard submissions are preferred, although not required unless specified otherwise. Feedback will be provided via BlackBoard. The paper will be completed in stages as indicated below.

	Due Date	Points
Topic Choices		
Topic Paragraph		
Bibliography		
Rough Draft		
Final Paper		
Presentation		

****Each required component of the paper must be submitted in order for subsequent components to be accepted for a grade.****

Topic Choices:

Provide no less than three paper topics (social problems) that you are interested in researching and writing about. **Submissions must be made via BlackBoard.** Please present the list in order of preference. For each topic clearly indicate 1) One to two sentences addressing why the issue can be considered a social problem 2) Two or more positions that can be taken on the issue and 3) What position you will be taking.

Topic Paragraph assignment:

A paper topic will be assigned to each student/group based on the topic choices that were previously submitted. Write one to two paragraphs introducing your paper topic. Your write-up should include a detailed explanation of the problem to be addressed, the multiple sides of the issue, and your position on the issue. This assignment should be ½ to 1 page in length.

Annotated Bibliography assignment:

For the bibliography assignment, you will need to find at least 3 of the required 4 references, and write them up in proper bibliographic format (you may choose any standard format, such as ASA formatting, APA formatting,

or MLA formatting). One of these sources *must* be from an academic journal. For this assignment you will be graded on formatting and the relevance/appropriateness of your sources. The textbook and class handouts may not be used as one of the paper references.

For each reference you are to provide a *two paragraph* write-up. The write-up should include a summary of the reference and an explanation of why it may be useful for your paper.

Rough Draft:

Students have the option of submitting a rough draft and receiving instructor feedback. The rough draft does not have to be a completed draft of the paper. The draft may be a full paper, partial paper, outline, etc. Please see the final paper requirements for a guide of what may be included in your draft. This assignment is optional and is not graded. All students are encouraged to submit a draft, even if partial, to ensure they are on the right track.

Final Paper:

You are required to write a 6-8 page research/position paper on a specific and current social problem of your choosing. There will be four main sections in this paper:

1. Overview of the issue
 - Explanation of the issue, including why it's a "social problem" (according to the sociological definition of a social problem)
 - The current debate, including *no less than two perspectives* of the issue, proposed solutions, etc.
 - Any other relevant details (ex: history of the problem, changes over time, case law, cross national perspective, etc).
2. An analysis of no less than one social movement that attempts to address the social problem.
 - An analysis of the social movements using the course concepts.
3. Your Position on the issue
 - You must justify your position with logical reasoning, sociological theory, references, research, etc.
4. Proposed Solution
 - Design your own solution to the problem, or advocate for a solution proposed by someone else. You must explain why you think this solution will work, and provide appropriate evidence.

You should also include sociological theory whenever it's relevant, throughout your essay. *You must detail at least one theory from course* when discussing your issue, position, or solution as well as incorporate course terms as appropriate.

Further Details for the final paper:

- Paper must be your own original work. You must use in-text citations when drawing from an outside source, either quoting directly or paraphrasing.
- Must be typed and doubled-spaced, with 12-point Times New Roman font and one-inch margins.
- Page requirements are *only a minimum expectation*. Your assignment will be graded on how well you cover the requirements of the paper and your chosen topic.
- Poor grammar and excessive spelling errors will result in loss of points, but the occasional typo will not count against you.
- *Any assignment handed in once assignments have been collected will be considered late and will suffer a loss of points based on the course late policy.*

- The final paper should have a minimum of *4 references* to reputable and academic sources of information. Your textbook may not count as one of these 4 references, but you should cite it in the text where necessary and include it in the bibliography.
- Although online references are allowed, make sure they are reputable, verifiable sources. Joe Schmoe's blog will not count as an acceptable source. ***Internet based Encyclopedias such as "Wikipedia" may not be used as a referenced resource and will result in a loss of points.***
- You must include at least 2 printed references (references that are posted online as well as in print will count as printed references. For example, the New York Times online edition. All academic journal articles count as printed references).

Central New Mexico Community College
School of Communications, Humanities and Social Sciences
Student Learning Assessment: SOCI 2310

Assessment Team Scoring Rubric

Component Skill	Novice (1)	Emerging (2)	Developing (3)	Proficient (4)
Communication				
Effectively communicates in multiple genres/mediums				
Effectively contrasts opinions and evidence-based arguments				
Claims are supported using evidence				
Critical Thinking				
Clearly defines and describes social problem.				
Acquisition of appropriate and diverse evidence that addresses assignment requirements				
Acquisition of information from course materials that are effectively integrated into assignment				
Evidence-based claims are used effectively to evaluate opinions and facts				
Proposes a well-reasoned and informed solution to the social problem being investigated.				
Personal and Social Responsibility				
Describes the relationship of social justice to the social problem studied.				
Examines social problems relationship to environmental, socio-cultural, political and/or economic systems.				
Recognizes and compares multiple ethical perspectives in developing a proposed solution				
Demonstrates civic discourse, civic knowledge and civic engagement through reporting of diverse perspectives in assignment				

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New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	Sociology
Course Number, Title, Credits	SOCI 2330, Society and Personality, 3
Co-requisite Course Number and Title, if any	Pre- or corequisite: Reading & Writing Skills 2
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	John Moss or Khayyam Qidwai, FT Instructors of Sociology
Email and Phone Number of Contact Person	Jmoss18@CNM.edu

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☐ Communications ☐ Mathematics ☐ Science ☒ Social & Behavioral Sciences
☐ Humanities ☐ Creative & Fine Arts ☐ Other

Which essential skills will be addressed?

☒ Communication ☒ Critical Thinking ☐ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

SOCI 2230: Society and Personality

List all learning outcomes that are shared between course sections at your institution.

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. Examine the theories, research and applications of social psychology.

2. Recognize the consequences of social influences on individuals and their understanding of the world.
3. Examine the concept of self as a social agent.
4. Recognize how social psychologists use theory, research and applied methods to help solve social problems.
5. Analyze the processes of group interaction and the effects on human relations, small group dynamics and organizational structure.
6. Relate social psychological principles to everyday happenings.

Institution-specific Student Learning Outcomes

One optional additional Student Learning Outcome may be added by the instructor

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Students understanding of genre and medium awareness is assessed through the attached Experiences of Socialization assignment. This assignment requires students to describe their interview findings in both an essay and an oral presentation. Students learn about the advantages and disadvantages of different mediums of communication and are assessed in how effectively they can use the genres of both writing and speech to describe what they learned.

In addition, students develop skills in understanding and evaluating messages in the Experiences of Socialization assignment. As they work on this project, learners collect evidence from primary sources and inductively analyze these interviews. Students learn about the some of the approaches social scientists use in their research studies as they distil evidence from these interviews to make arguments that are linked to how individuals are influenced by other people and institutions. Students come to understand how a systematic approach to gathering and analyzing evidence is the foundation of a strong argument. Learner's skills in understanding and evaluating these messages are measured through this task.

Students also evaluate and produce arguments in the Experiences of Socialization assignment. This project assesses student's argumentation skills by requiring them to analyze two community member's experiences learning to adapt to recent changes in their lives. Students then compare and contrast these two narratives and use them in an argument describing patterns in how individuals adapt to similar experiences. As they complete this assignment, undergraduates learn to support their own claims through their use of the primary evidence they collect through interviews. Students must also incorporate secondary evidence from course materials that they are required to cite. Student's proficiency in evaluating and producing arguments is assessed through their completion of this project.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Learners expand their problem setting skills in the Experiences of Socialization assignment. This project requires students to interview community members to elicit people's experiences, thoughts and feelings of learning new ways of doing things in response to changes in their lives. Students also ask how their respondents' perceptions of who they are have changed because of these experiences. In conducting these interviews, students ask open-ended and follow-up questions relevant to the social context of the interview. These skills will be measured from their completion of this assignment.

The Socialization Experiences assignment also develops student's skills of evidence acquisition. In completing this project, students learn how to acquire primary source evidence by conducting interviews which are later synthesized into an argument. Students must incorporate course materials into their argument and cite their sources. Learner's assess their own assumptions by documenting their pre-conceptions before their interviews and later comparing their assumptions to what they discovered in interview evidence. Students' abilities in this area are assessed through this assignment.

Undergraduates' skills of evidence evaluation are both expanded and assessed through the Experiences of Socialization assignment. In their write-up and presentation, students link the qualitative interview data they collect to concepts and information from course materials. They then describe the similarities and differences between the interviews they analyze and apply concepts from the course into their narrative. Students learn to evaluate and use two different forms of evidence as they construct the arguments that they make in this paper and presentation.

Students also develop their skills of reasoning through completing the Experiences of Socialization assignment. In constructing their argument, students identify and collect evidence that is used to establish conclusions about how individuals are affected by social groups. These skills are also assessed through their performance on this assignment.

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 the outcomes of the third essential skill. 200 – 300 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*

Students develop intercultural reasoning skills and intercultural competence through their completion of the Experiences of Socialization assignment. By interviewing regular people in their own communities about their experiences and perceptions of learning new ways of adapting to change, students learn how individuals from different cultural backgrounds are influenced differently through their encounters with other people and institutions. To effectively collect this evidence, students must be culturally aware and sensitive to the perspectives of the people they interview. Student's skills in this area are assessed through this assignment.

Students demonstrate collaboration and teamwork skills in the Society and Personality course through their completion of in-class discussion activities. These group-work assignments require students to collaborate as a team in accomplishing three tasks: researching course texts to find answers to discussion questions, writing accurate responses to these questions, discussing their responses, and briefly presenting their answers to the class as a whole. Students' abilities to accommodate one another are demonstrated through evaluation of this assignment.

Students develop skills in civic discourse and expand their level of civic knowledge and engagement through the Experiences of Socialization assignment as well. In doing this project, students learn to respectfully listen to other people's perspectives concerning how experiences, thoughts and feelings have changed in response to learning new ways of doing things. In doing so, students come to recognize how these experiences vary due to a multitude of factors. The skills described in this component are assessed through their performance on this assignment.

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 the outcomes of the third essential skill. 200 – 300 words.

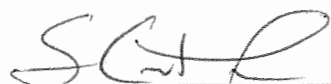
E. Supporting Documents

☒ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

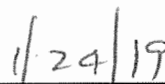
F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

SOCI2330: Society and Personality

Experiences of Socialization

Overview

For this assignment, you will be required to analyze people's experiences of socialization. As we discussed in class, socialization occurs whenever a person has learned into a new way of doing something in the world. Socialization often involves changing relationships with people and new ways of thinking and feeling about events or experiences that happen in their lives. For this assignment, you will conduct interviews, analyze this data, summarize the similarities and differences of both of the interviews you collect and apply concepts that you have learned about in class to the experiences you've documented. This assignment will be completed as a series of smaller assignments including a short topic paragraph, a rough draft of your essay, a final draft of your essay, and finally, a presentation to other students in the class concerning the findings you write about in your paper. The due dates and the percentage of your final grade are listed below. More details on how to complete each component of this assignment are included in what follows.

Research Project Component	Due Date	Percent of Final Grade
Topic Paper		5%
Rough Draft/Outline		10%
Final Draft		30%
Presentation		15%

Topic Choices and Topic Paper

Your first task will be to choose a topic linked to socialization that you wish to write about. As we learned about in class, socialization occurs throughout a person's life. Your topic must focus on a particular experience of socialization that is widespread throughout our society. A list of possible topics to choose from are included below, but you are not limited to these topics. If none of them appeal to you, please see me after class or during office hours and we can brainstorm together a topic that would work. You can also email me about a topic you'd like to explore for this paper at jmoos18@cnm.edu.

Starting a new job	Moving to a different town, state, or country	Getting divorced	Retiring/Retirement
Graduating from high school	Becoming unemployed	Starting a family/ Having children	Being diagnosed with a serious illness/terminal illness, or suffering a major injury
Graduating from college	Getting married	Training for a new career	Joining a religion or religious group
Getting a promotion at work	Getting demoted at work	Entering military service	Leaving military service
Parents getting divorced	Leaving high school before graduation	Leaving college before graduation	Parent marries another spouse
Starting a new exercise regime	Learning a new skill (be as specific as you can what this skill is)	Death of a family member that is close to the person you are interviewing	Getting Arrested
Being released from jail/prison	Becoming a member of a social movement	Making a close friend	Losing a close friend
Dieting	Starting a new exercise regime	Starting a new hobby	

Once you've chosen a topic, you will need to describe in more detail what your topic is about and whether you know people you can interview who have undergone the experience of socialization that you are interested in. If you've decided to use one of the items listed above, try to make it more specific (e.g. if you want to write about joining a religion, describe the type of religion, and what it is about). Write your topic choice in a short paragraph including a brief description of what new behaviors, feelings and thoughts a person might experience as they undergo the socialization process. As I mentioned earlier, make sure to let me know if you already have in mind two people that would be willing to be interviewed.

Whom to interview?

The person you interview should be someone you know who has experienced the socialization process that you chose to write about. It would be good to choose a family member or friend that you get along with if you know such a person. The person cannot be someone from our Sociology of Personality class. If you have trouble finding two volunteers to interview that meet this criteria, or think you may have trouble finding volunteers, please let me know as soon as you can.

Your goal in these interviews is to capture as much detail as you can from the person about their experiences of socialization. More details are described about these questions below. ***Please know that I am always available for help and consultation at any stage of this assignment. I can be reached after class, during office hours, or via email at jmoss18@cnnm.edu if you have any questions, concerns or problems with completing this assignment.***

How to Conduct Your Interviews

Remember that your goal is to understand experiences of socialization from the perspective of the person being interviewed. *This means that you should not try to persuade the person you are interviewing to agree with your point of view, nor share your opinion about these topics unless you are asked. Refrain as best you can from speaking about your own experiences or opinions when conducting interviews. Do your best to avoid judging what the other person is saying. Instead, you should be focused on listening what your respondent has to say, and asking open-ended questions that invite the person you are interviewing to keep talking so you can hear a detailed response of their experiences and what they think.* You are not required to record this interview, but you should do your best to take notes on what your respondent said. Make sure to bring paper and a pen to jot down notes as the person is talking. Do your best to get your respondent's answers to all the questions that are listed below under the Questions/Procedure section. Try to keep your interview going for at least 30 minutes long if you can, but longer is OK, too. It is also key to respect the time and feelings of person whom you are interviewing. If you sense that the person you are talking to is uncomfortable, stop the interview and check-in with them. If the person does not wish to answer your questions, that is OK, too. Ask them if they wish to stop the interview. If they agree to continue, move on to the next question. You may need to conduct another interview with that same person or with someone else if you were unable to get the responses you need.

It is extremely important that you respect the time and point of view of the people you are interviewing. Do your best to take on the sociological perspective that you have learned about in class this semester. Set aside your own perspectives about gender during the data gathering process.

Procedure of Interviews

Interviews should take place at a location where the noise level is quiet enough for a conversation and where both you and the interviewee are comfortable. Please pay attention to your own feelings of comfort and discomfort as well. If you don't know the person you interview very well, conduct your interview in a public place such as a place where people are around on campus or at a café. If you are meeting your participant for the first time I strongly advise that interviews take place during business hours in a public place where other people are around you (e.g. a café).

Interview Questions

The interview should begin with students fully informing the person about the project they are doing, the amount of time that the interview will require, and the questions that will be asked (you may want to show them this handout if requested). People being interviewed should be informed that they can end the interview for any reason, and do not have to answer any question they feel uncomfortable answering. (Note: if the interview is stopped before you have answers to the required questions, you will need to find someone else to interview). It is also very important that you ***never identify the real name*** of the person you are interviewing in any writing or text that is created as you complete this assignment. Instead, use a fake name and keep the person's identity confidential. Make sure to inform the person you are interviewing that their name will not be shared in connection with this paper or project.

The list of topics that you are required to cover in your two interviews are listed below. I have also included some sample questions. The blank spots in the questions are for you to fill in to make them more relevant to your topic or what was said in the interview. If you feel these sample questions are not appropriate, you do not have to use them word-for-word, but you should ask questions that will cover the same topics. Do your best to establish rapport with your respondent. Make sure that you maintain eye contact with your respondent when you ask your interview questions. Treat your respondent respectfully.

1) Topic: Introducing Expectations

Introduce yourself and discuss the reason for the interview. Inform your respondent that this is for a class assignment and that the information will not be published. It will only be read by your instructor for purposes of assessment and grading. Ensure that you will not identify your respondent's name in the paper you are writing. Inform them that they can end the interview at any time and for any reason. Describe the interview as being like a conversation, except you will be mostly listening and asking questions instead of talking. Make it clear that the more details your respondent has to share with you, the better. Explain that you will be taking notes during the interview so you can remember what they said.

Finally, introduce the topic of the interview. Tell them that you would like to hear about their experiences, thoughts, and feelings that are linked to the topic you chose. Inform them that you will be describing these experiences, thoughts, and feelings alongside other people's experiences of socialization.

2) Topic: Experiences of Socialization

This interview topic concerns your respondent's experiences, thoughts, and feelings concerning the life changes they went through as they became socialized or re-socialized. I don't recommend using the term "socialization" as it is an example of sociological jargon that most people will not know. Instead, focus on terms like "life changes" or use the words that describe your topic (e.g. if you are interested in divorce, say "experience of divorce")

Interview questions of socialization (experiences, thoughts, feelings)

You do not have to use the exact questions as they are written below, as long as you ask about the same topics. The follow up question are designed to persuade your respondent to share more details about their experiences.

"The first topic I'd like you address concerns your experiences of (words here should describe topics you've chosen), when you learned something new about what (topic) was like. I'd like to hear about all the details that you can remember. Walk me through what that experience was like and what you were thinking and feeling as you went through this new experience."

The following are suggested follow up questions.

- "Can you tell me what happened next?"
- "Can you share more details about what you were thinking/feeling/experiencing when _____ happened."
- "Please tell me more."

3) Topic: Communications with Other People During the Socialization Process

This topic should concern your respondents experiences with significant people in their lives as they went through their experience. During socialization, interaction between people becomes very important for learning and coping with new experiences and events in their lives

Interview questions

"The second topic I'd like to know more about were about the people you were relating to as you went through this life change. Describe to me how other people who you communicated with reacted to your experiences as you went through this event. Your communications with other people could be face-to-face, or happen in other ways, such as over the phone, through email, websites, etc."

- Can you tell me more details about how _____ reacted?
- How did your relationship with _____ change?
- What happened next?

4) Perceptions of How the Socialization Process Affected Who You Are Today

This part of your interview should focus on how your participant thinks they were changed by their experiences of socialization.

Interview questions

"How do you think the experience of _____ changed who you are today? Do you feel, think or do things differently about things now that you've experienced _____? Can you describe these changes in how you do things, or how you think and feel about events or other experiences in your life?"

- "Can you tell me more about _____?"
- "How was this different than how you felt/thought before _____?"
- "Can you describe _____ in more detail?"

5) Topic: Wrapping up

This topic signals to your respondent that the interview is coming to an end. Make sure to ask your respondent if there is anything else they forgot to describe.

Interview questions to wrap up

“We are almost finished. Is there anything else you’d like to share that you did not mention? How did the interview go? Do you have any questions about the interview itself?”

Make sure to thank your respondent after you’ve collected your data.

After your interview, summarize what was said in more detailed notes as soon as possible.

As soon as you are finished with your interview, use the handwritten notes you took to write up what your respondent said in response to the last topics above. You should write as much as you can remember about your participants response to each topic. Make sure to use a fake name instead of the person’s real name as you write up these responses.

When summarizing your interviews, you must describe the person’s:

- experiences of socialization,
- the thoughts and feelings they had as they went through the socialization process,
- the significant people in their lives who taught them new expectations and helped them cope (or not cope) with the changes they went through, and
- how they felt they changed as they went through this experience.

Creating the Outline and Rough Draft of your Final Paper

The next step will be to synthesize the summaries of your three interviews into an outline and rough draft by describing and explaining the commonalities and differences that were described by the two people you interviewed. You will also need to incorporate theories and concepts from class materials whenever it is appropriate.

As we discussed and practiced in class, it may be helpful to engage in a process of analysis sociologists call coding. Going through this coding process is not required, but it may make writing your paper easier. To code, read through your interview notes and identify patterns in all of your respondent’s reported experiences thoughts, and feelings that you see occurring in your interview summaries. Write these patterns down in the margins of your summaries. These marginal comments should not be extensive – just a few words, or a sentence at most. Once your notes are coded, see if there are any recurring patterns in the codes you wrote. If you find any recurring patterns, create a separate file for each code or pattern, making sure to keep track of which sections of text matches up with which respondent

After all your summaries are coded, make a separate file for each term or concepts and cut and paste each section of text into a separate file. Analyzing these separate files of codes should help you identify patterns in your data

Once the text of your interview summaries are sorted, you can begin thinking of your outline which should be about a page or two long. Your first paragraph should include your thesis, followed by paragraphs describing your research question, the interview process and your feeling during the interview.

Following this will be a description of the codes you created and the variations you found within each code. Each code will eventually become a paragraph in your final paper. Write up your outline synthesizing your interviews, and use this outline to write your rough draft.

Incorporating Concepts and Terms from Course Materials into your Rough Draft

Your draft should incorporate concepts and terms from course materials into your rough draft whenever it is appropriate. I have listed some terms below that may be appropriate to include, but this is not an exhaustive list. Whenever you use a term from course materials, it is important to cite your source using an accepted citation format that is widely used. I am not picky about the format you use, but whatever one you decide on must be consistent throughout your paper.

Here are some suggested concepts/terms from our course materials that might be useful to use in your paper: impression management, meanings, agency, feeling rules, roles, role-taking, role-exiting, identity, interaction, frames, framing, symbols, signs.

Format Rough Draft and Outline

Your rough draft should have a thesis statement in the first paragraph followed by a description of the codes or patterns that you found in your interviews. Your rough draft should be about the same length as your final paper (3-4 pages) and should describe a synthesis of your interviews, focusing primarily on describing your respondent's experiences, thoughts, feelings, relationships, and perceptions of self after the experiences you explore. After describing these similarities and differences, do your best to develop a partial explanation using data from your interviews and course materials what led to the overlaps and/or differences in the experiences you've documented. Make sure to integrate these explanations into the body of your essay and into your thesis statement. It is also important to incorporate class concepts/terms whenever it is appropriate to do so.

Since this is a draft, it is ok if you don't meet all of these requirements, but the closer you are to meeting these criteria, the easier time you will have writing up your final draft. Staple your outline to the front of your rough draft. Make sure that your draft is double-spaced and uses a conventional 12 point font. Your draft should include the following topics:

1. A description of how you obtained the interview data for this assignment
2. A thesis statement at the end of paragraph 1
3. A description of the socialization experience you decided to address for your paper, and the assumptions you had about what this experience would be like for people. Use your topic paper to describe these assumptions.
4. Experiences, thoughts and feelings of socialization from each of your respondents, and the similarities and differences between them.
5. Possible explanations for the similarities and variations you found. And how your assumptions were either correct or in error.
6. Any relevant concept from course materials should be included. Your source for each course concept should also be correctly cited using an accepted citation convention that is consistent throughout the paper (MLA, APA, and ASA are all ok). Please do not use any other content outside of the articles you retrieved and your course materials (readings, textbook, lecture material) unless you check with me first. Examples of outside material would include but are not limited to blogs, Wikipedia, and other websites.

Final Draft

Use the comments I made on your draft and respond to them. *To do well on your final draft assignment, it is very important that you respond to all or nearly all of my comments. If you simply turn in a copy of your draft paper again without making any changes, you will earn a failing grade on the final paper draft component this project.*

Your final paper should be written in essay format with a thesis statement at the beginning of your paper describing what your paper is about and an appropriate title. Each paragraph should have a topic sentence describing what the paragraph is about. The end of each paragraph should have a transition sentence leading to the next paragraph. I expect your final paper to be an example of your very best writing. Your writing should clearly communicate your ideas and be free from grammatical errors such as sentence fragments and run-on sentences. I advise everyone to consult with a CNM writing tutor before turning in their final paper. Your final paper should address the include the topics described that were included in your rough draft, described above.

All claims that are made in your final paper should be cited supported with evidence from other course materials, or evidence from your interviews. If you use course concepts, you must cite your sources. As we discussed in class, citations should be included in your paper whenever summarize or describe an idea from your articles or from class materials, or whenever you place a word-for-word direct quote from another source into your paper. Make sure to correctly cite your sources anytime you describe one of your articles or a concept from class.

Format and Grading of Papers

Handwritten papers will not be accepted. Please use a 12-point conventional font with default margins. Double space your paper. Your paper should an example of your very best writing with no grammatical mistakes. Your paper should be in the form of an essay and have a thesis statement with paragraphs. Your paper should be about 3-4 pages long and stapled with an appropriate title linked to the topic of your paper. You must cover the topics described above or you will lose points on this assignment. Late papers will be accepted, but final grades for late papers will be reduced by 5% for the first fifteen minutes your paper is late followed by an additional 5% for each calendar day your paper is late. Please not that calendar days include both weekends and holidays.

Presentation

You will also be required to conduct a short 5-7 minute presentation on what you discovered in your final paper to the students in class. Your presentation cannot just be a reading of your paper to the class. Instead, you should use your final paper to construct new presentation materials using presentation slides or some other visual materials that are connected to your talk. Make sure that the images you use in your slides are linked to the ideas you are communicating about in your talk.

When you conduct your presentation, you should consider how oral presentations are different forms of communication from essays as we discussed in class. Please do not use large amounts of text that you then read for your presentation, as this is not an effective way to communicate with your audience through speech. Instead of filling up your slides with text or bullet points, ***use imagery in your slides to display examples of what you are talking about, but please do not include pictures of your respondents.*** Rather than reading the text in your slide, use text in your slides sparingly, as topics or agenda items that you are planning to discuss. Instead of reading slides, use small cards or an outline to read from so you can more easily maintain eye contact throughout your presentation. You do not have to dress up for your presentation, but you are expected to conduct yourself professionally. This means that all of your presentation materials should have correct spelling, without grammatical errors. You should not use any slang in your presentation, nor chew gum or eat when presenting. Your speech should be clearly enunciated and be paced appropriately so that your audience can understand what your paper was about. Make sure to make frequent eye contact with your audience when you conduct your presentation. Practice your presentation and ensure that it falls within the time limit of 7-10 minutes. If your presentation goes over 10 minutes, I will ask you to stop so that other students will have enough time to conduct their presentations.

School of Communications, Humanities and Social Sciences

Fall 2018 Student Learning Assessment: SOCI 2330

Assessment Team Scoring Rubric

Component Skill	Novice (1)	Emerging (2)	Developing (3)	Proficient (4)
Communication				
Effectively communicates in multiple genres/mediums				
Effectively uses primary interview evidence to support argument				
Effectively analyzes and synthesizes interview data				
Critical Thinking				
Interview data reflects development of effective question/problems				
Acquisition of qualitative interview data that addresses assignment requirements				
Acquisition of information from course materials that are effectively integrated into assignment				
Claims are supported with appropriate evidence from interviews and course materials.				
Personal and Social Responsibility				
Describes perspectives concerning how community members adapted to social changes in their lives				
Demonstrates civic discourse, civic knowledge and civic engagement through reporting of diverse perspectives in assignment				

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	School of Communications, Humanities, & Social Science
Course Number, Title, Credits	SOCI 2340, Global Issues
Co-requisite Course Number and Title, if any	Reading & Writing Skills 2
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	Khayyam Qidwai or John Moss, Sociology Instructors
Email and Phone Number of Contact Person	KQidwai@cnm.edu 951-544-0359; JMoss18@cnm.edu

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☐ Communications ☐ Mathematics ☐ Science ☒ Social & Behavioral Sciences
☐ Humanities ☐ Creative & Fine Arts ☐ Other

Which essential skills will be addressed?

☒ Communication ☒ Critical Thinking ☐ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

SOCI 2340, Global Issues

List all learning outcomes that are shared between course sections at your institution.

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. Discuss the global expansion of capitalism and its effects on different countries
2. Recognize interactions among people, governments and corporations around the world

3. Evaluate the increasing interconnectedness of global culture, politics and economics
4. Recognize and analyze global dimensions of social issues, problems and networks
5. Make connections between individuals' lives and global forces
6. Analyze US issues within a global context

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Student will learn and communicate using in a variety of manners, including group discussion, presentation, visual aid, in class and online. In doing so students will assess with mode of communication is best for a given situation. This will be done throughout the term, such as in the Commodity Investigation assignment. While the assignment does require a written component, students will further need to present their findings to the course. The oral presentation can be supplemented with visual aids of the students' choice, giving students the opportunity to judge the limitations of different means of communicate, choosing the mode that best fits their assignment, situation, and personal style.

In the Commodity Investigation assignment students will investigate the processes, social groups, and ramifications involved in the production, distribution and consumption of a commodity of their choosing. In doing so students will rely on course discussion, class readings, as well as their own research of a commodity. After choosing a commodity to investigate, students must research the commodity and the industry, which will require them to differentiate between the reality of the commodity, advertisement, and public relations. They must be able to not only seek out key arguments but also consider counter arguments and potential bias in order to properly interpret messaging and facts.

While the Commodity Investigation assignment guides students with a list of questions, the students are required to come to their own conclusions and create a clear and supported argument regarding the sociological, economic, political, environmental, and cultural importance of the commodity. The arguments they present will consider the opinions of different stakeholders, including consumers and producers, in order to develop the students' own logical, supported, and documented claims.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

In the study of global issues, students will regularly address a problem or question that impacts global dynamics. In order to address the issue students will investigate relevant global issue by gathering research, evaluate the validity of the research in order to recognize misconceptions and fallacies while using appropriate evidence draw their own supported conclusions. The components of the critical thinking skill can be seen throughout the course, including in a Commodity Investigation assignment.

A beginning requirement of the Commodity Investigation assignment and other assignments in the course is for students to, building off of guided questions provided to them, clearly define what problems or questions they are going to address. In the case of this assignment, this can include stating social, political, environmental, economic, or

cultural problems caused or addressed by the commodity they are studying.

Relying on a starting set of questions, students conduct their own research in order to answer core questions. Students are assessed not only on their ability to gather data but the depth and relevance of the research. The students are further assessed on their ability to evaluate the information they have gathered for credibility and assumptions made. For example, students should be able to clearly recognize that a consumer advocacy group is likely to present different interpretations than a multi-national company producing a product.

In acquiring and evaluating appropriate evidence, students must then be able to create their own argument. In doing so they must recognize the arguments made by other sources, such as consumer advocacy groups and corporations, in order to recognize strong, weak, and biased arguments. With this in mind students must apply the sociological imagination in order to then come to their own well informed, researched, and supported conclusions.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 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*

Global Issues is inherently connected to issues of cultural relativism as we address global issues not from a single perspective but a broad set of perspectives depending on the issue. Social, political, economic, cultural, and environmental are just a few of the broad topics addressed, as well as their inherent connections to one another. While such issues are looked at from a macro perspective, a necessary component of a class on global issues, the course also considers how individuals and have a positive impact. This reoccurring component of the course can be seen in the Commodity Investigation assignment.

Early on in the Commodity Investigation assignment, and throughout the course, students are required to consider how social, political, economic, cultural, and environmental systems are intertwined. The assignment has students not just consider the material components of a commodity but also its impact on the human world, including the sustainability and ramification of the product. The questions provided to students are meant to guide the student without being overly prescriptive, giving students the ability to use their own ethical reasoning to address a wide variety of ethical issues. While the precise ethical considerations will vary depending on the commodity chosen, students are assessed on their ability to recognize and compare different perspectives, as well as their ability to propose a logical and ethical solution to the global issues associated with their commodity. While the written component of the assignment does not have an obvert collaborative component, students are asked to consider how the social issues associated to their commodity may be similar to issues of other commodities. With this foundation, a follow up group discussion takes place with students working in groups to produce a collaborative analysis of their commodity. An obvert aspect of the Commodity Investigation assignment is the consideration of how society, individuals, and social systems are impacted by the commodity. Building off of this premise, students consider steps that can be taken to minimize the negative impact of the commodity. The discussion must take into consideration the parties involved in the production, sell, and consumption of the product. While recognizing the diverse positions that may be involved, students also propose their own solutions.

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 the outcomes of the third essential skill. 200 – 300 words.


E. Supporting Documents

☒ **Sample Course Rubric Attached** (recommended) ☒ **Sample Assessment Attached** (required)

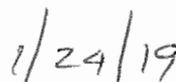
F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Commodity Investigation:

Production, Distribution & Consumption

The purpose of this assignment is to investigate the processes, social groups, and ramifications involved in the production, distribution and consumption of a commodity of your choosing. You will write a well-organized essay (4-5 pages) that reports your findings. Be prepared to present your findings to the course. Visual aids are recommended.

Students should attempt to answer some of the following questions:

Identification

1. What is the product? Is there anything unique or interesting about it?
2. Why did you choose to study it?
3. Are there any social, political, environmental, economic, or cultural problems caused or addressed by commodity?

Production

1. Where is the product produced? Why is it produced there?
2. Who owns the means of production? What social group are they from?
3. How big is the organization that produces the product? What are its profits?
4. Which social group provides the labor to produce the commodity? Why them?
5. How many employees are there? How are they organized?
6. How is the product produced? Is there a division of labor?
7. What resources and technology are used? What is their source?
8. How long does it take to produce the commodity?
9. What are the labor conditions and employee compensation related to the production?
10. What structures exist that may impede or facilitate the production of this good?
11. What are the local and global ramifications, by-products, externalities (both positive and negative) of the production of this commodity?
12. If there are multiple components of the product, are they produced in the same place? What is the process of integrating them into the final commodity?
13. Are there any externalities involved?

Distribution

1. How is this product transported from the point of production to the market?
2. How is the distribution of this commodity organized?
3. What businesses, social groups, and labor are involved in the distribution of this product?
4. What structures exist that may impede or facilitate the distribution of this good?
5. What are the human and environmental ramifications of the distribution of this product?

Consumption

1. Who consumes this? Why does demand exist for this product? How is it consumed?
2. Who sells the product? Who profits?
3. How is the product marketed? What meanings are attached to it?
4. What social groups are involved in the labor related to consumption of this product?
5. What are the social and environmental ramifications of the consumption of this product?
6. What other commodities have similar patterns to the one you studied? What other commodities impact or are impacted by the commodity?
7. Considering all parties involved in the production, sell and consumption of the commodity, what steps can be taken to minimize any negative externalities?

Students should not limit themselves to these questions. Use your sociological imagination to come up with further questions that you are interested in answering. The overall goal is to explore the global connections and consequences (economic, social, cultural, political, environmental, etc.) of the production, distribution, and consumption of your chosen commodity.

Students may use a wide variety of sources to answer these questions. If you cannot find data on a particular aspect of your commodity, you may generalize from academic sources that discuss the production and consumption of commodities. Students must properly cite all sources.

Papers should be double-spaced and typed in 12 point font with one-inch margins.

Central New Mexico Community College
School of Communications, Humanities and Social Sciences
Student Learning Assessment: SOCI 2340

Assessment Team Scoring Rubric

Component Skill	Novice (1)	Emerging (2)	Developing (3)	Proficient (4)
Communication				
Effectively communicates in multiple genres/mediums				
Effectively contrasts opinions and evidence-based arguments				
Claims are supported using evidence				
Critical Thinking				
Clearly defines and describes global issues surrounding the commodity				
Acquisition of appropriate and diverse evidence that addresses assignment questions				
Acquisition of information from course materials that are effectively integrated into assignment				
Evidence-based claims are used effectively to evaluate a range of perspectives and involved parties				
Proposes a well-reasoned and informed solution that considers the opinions and fallacies of involved parties				
Personal and Social Responsibility				
Describes the relationship of social, political, environmental, economic, or cultural problems associated with the commodity				
Examines the commodities relationship to environmental, socio-cultural, political and/or economic systems.				
Recognizes and compares multiple perspectives and impacted parties in developing a proposed solution				
Demonstrates civic discourse, civic knowledge and civic engagement in analyzing and proposing solutions.				

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	New Mexico Highlands University
Department	Business Administration
Course Number, Title, Credits	ECON 216, Principles of Macroeconomics, 3
Co-requisite Course Number and Title, if any	None
Is this application for your system (ENMU, NMSU, & UNM)?	No
Name and Title of Contact Person	Dr. Chien-Chung Chen, Department Chair
Email and Phone Number of Contact Person	achen@nmhu.edu ; (505) 454-3173

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☐ Communications ☐ Mathematics ☐ Science ☒ Social & Behavioral Sciences
☐ Humanities ☐ Creative & Fine Arts ☐ Other

Which essential skills will be addressed?

☒ Communication ☒ Critical Thinking ☐ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

ECON 2110, Principles of Macroeconomics

List all learning outcomes that are shared between course sections at your institution.

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 economic 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. 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 institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

This course includes class discussion of questions that test students' critical thinking skills. Discussion questions include positive analysis that ask them to apply the ideas, concepts and tools learned in class to different situations or problems. Discussion questions also ask students to evaluate normative questions, in other words, questions that are based on principles of ethics and societal norms. These questions may apply to actual individual decisions as well as hypothetical questions they may face as a community leader. All discussion questions require students to evaluate a problem and communicate a reasoned response.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

The development of critical thinking skills is central to the Principles of Macroeconomics course. The course emphasizes the use of the scientific method as a means to analyze economic problems through observation and the development and testing of economic theories. The course requires students to evaluate and employ assumptions and to think critically about theories that assert cause and effect relationships. Students often find theoretical concepts introduced in the course to be challenging as they require students to think hard about certain relationships. Indeed, students find the macroeconomic theories based on certain models challenging as the underlying logic is complex. Examples of such complexity is how the overall level of prices in the economy affects both the aggregate demand and aggregate supply of goods and services (GDP). The course evaluates students' learning based on homework and exam questions that require students to apply the concepts and techniques learned in class.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

Quantitative reasoning is not one of the essential skills identified for the social and behavioral sciences, but it is critical to the HU Principles of Macroeconomics course, which emphasizes the application of algebraic and geometric analysis. Although the level of mathematics required for the course are relatively modest, most students find the analytical techniques challenging. Examples of quantitative reasoning required for the course include the use of supply and demand curves to evaluate changes in prices and quantities that result from various external events, and the measurement of areas under a curve to estimate economic value. Students are also required to apply algebraic measures of sensitivity of one variable to a change in another.

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*

The course provides a framework for analyzing different types of problems. Early on in the course, we distinguish between positive and normative analysis. Positive analysis, or questions about facts and causal relationships build students critical thinking skills. Normative analysis, on the other hand, is particularly pertinent to personal and social responsibility issues. Personal and social responsibility topics that are particularly important to this class include: a discussion of gross domestic product that goes beyond how it is measured to include its possible weaknesses as a measure of human welfare; economic growth—how it is measured and what it means for the quality of life in different countries of the world; employment and unemployment—how these are measured and why they are important to the well-being of individuals and society; the need to tradeoff different goals and how to evaluate and prioritize them.

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 the outcomes of the third essential skill. 200 – 300 words.

E. Supporting Documents

☐ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

F. 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 meets institutional standards for general education.



Signature of Chief Academic Officer

1/8/2019

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Amendment

NMHU Econ 2110 Communication and Critical Thinking Skills

The Principles of Macroeconomics course will regularly require students to write short essays as part of their homework assignments. Writing essays will develop students' ability to evaluate and communicate complex ideas that they will learn from class meetings, textbook reading (focus on case studies) and articles provided by the Professor. After written assignments are submitted, students may be called upon to briefly lead a class discussion. Essay questions typically require the student to apply the tools of economic analysis as well as ethical and normative concepts introduced in the class to evaluate scenarios, policy choices for their economic and social consequences. Questions are often tailored to New Mexico and United States specific situations to underscore their applicability and relevance. Student essays are evaluated for student understanding of concepts and for writing quality. Oral discussions presentations are not graded. Approximately ten essay assignments are required during the semester. Written assignments may include more than one question. The activities include Communication skill (*genre and medium awareness, application and versatility, strategies for understanding and evaluating messages, and evaluation and production of arguments*) and Critical thinking skill (*problem setting, evidence acquisition, evidence evaluation, and reasoning/conclusion*).

The following are assessment samples of essay questions, which cover Communication, Critical Thinking, and Personal & Social Responsibility skills.

1. The New Mexico State Hospital faces a chronic shortage of nurses. Use supply and demand analysis to explain the shortage. Also use your analysis to suggest how the state might address the shortage.
2. The New Mexico legislature is considering a relatively modest increase in the state's minimum wage. Proponents say that it will turn the minimum wage into a living wage. Opponents claim that the increase will harm many low-income workers because it will kill jobs. Use supply and demand analysis to evaluate these claims.
3. Per-capita GDP is the most commonly used metric to measure economic well-being in society. Explain why it is not a perfect measure of well-being.
4. Labor productivity is critical to economic growth. Explain the various ways that a country could call on to increase worker productivity and economic growth. Finally, discuss why economic growth is important to the well being of people around the world.
5. Unemployment is one of the primary concerns of macroeconomics. Explain why.
6. Inflation is one of the primary concerns of macroeconomics. People around the world share this concern. Explain how inflation harms the economy. Also explain why surveys indicate that the poor are especially concerned about inflation.
7. Explain what is meant by fiat money and why people are willing to accept it as a means of payment.
8. What are the various ways that the FED can use to increase the money supply? Why would it want to do this? Why do some people worry so much about this?
9. How do we know when the country is in a recession? What economic variables are affected by a recession? Explain the harm caused by recessions.
10. The recession of 2008-2009 greatly harmed the world economy. Focusing on the United States, what were some of the primary causes and consequences of the recession?
11. Explain how the FED would use open market operations to address a run of the mill recessionary gap. Be sure to explain how this works.

12. The 2008-2009 recession was deep and prolonged. The FED faced a liquidity trap problem, which limited the usefulness of monetary policy. What other steps could the government consider in such situations? Explain why some economist would recommend caution with their use.
13. Explain deficits and debt. Why might they be a problem for the economy in the long-run?
14. All states are required to have a balanced budget. Should the Federal Government also be required to do so? Why or why not.
15. Explain what is meant by comparative advantage and how it relates to the benefits of trade. Considering current trade patterns, in what industries does the United States have a comparative advantage?
16. Given that free trade makes the economy larger and more efficient, why do so many people and politicians oppose it?

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	New Mexico Highlands University
Department	Business Administration
Course Number, Title, Credits	ECON 217, Principles of Microeconomics, 3
Co-requisite Course Number and Title, if any	None
Is this application for your system (ENMU, NMSU, & UNM)?	No
Name and Title of Contact Person	Dr. Chien-Chung Chen, Department Chair
Email and Phone Number of Contact Person	achen@nmhu.edu , (505) 454-3173

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☐ Communications ☐ Mathematics ☐ Science ☒ Social & Behavioral Sciences
☐ Humanities ☐ Creative & Fine Arts ☐ Other

Which essential skills will be addressed?

☒ Communication ☒ Critical Thinking ☐ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

ECON 2120, Principles of Microeconomics

List all learning outcomes that are shared between course sections at your institution.

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 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 institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

This course includes class discussion of questions that test students' critical thinking skills. Discussion questions include positive analysis that ask them to apply the ideas, concepts and tools learned in class to different situations or problems. Discussion questions also ask students to evaluate normative questions, in other words, questions that are based on principles of ethics and societal norms. These questions may apply to actual individual decisions as well as hypothetical questions they may face as a community leader. All discussion questions require students to evaluate a problem and communicate a reasoned response.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

The development of critical thinking skills is central to the Principles of Microeconomics course. The course emphasizes the use of the scientific method as a means to analyze economic problems through observation and the development and testing of economic theories. The course requires students to evaluate and employ assumptions and to think critically about theories that assert cause and effect relationships. Students often find theoretical concepts introduced in the course to be challenging as they require students to think hard about certain relationships. Indeed, students find the microeconomic theories based on certain models challenging as the underlying logic is complex. Examples of such complexity include the application of first principle concepts such as opportunity cost, the use and application of cost-benefit analysis, the use and application of the supply and demand model, the use of cost concepts and how they are used to make decisions; the various market structures and how they affect decision making; market failures, including externalities, public goods, poverty and inequality. These concepts are given extensive coverage and are tested in class using discussion questions and out of class via homework and exams.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

Quantitative reasoning is not one of the essential skills identified for the social and behavioral sciences, but it is critical to the HU Principles of Microeconomics course, which emphasizes the application of algebraic and geometric analysis. Although the level of mathematics required for the course are relatively modest, most students find the analytical techniques challenging. Examples of quantitative reasoning required for the course include the use of supply and demand curves to evaluate changes in prices and quantities that result from various external events, the measurement of areas under a curve to estimate economic value; measurement of sensitivity of one variable to another (elasticity); cost classifications and their uses for decision making; and trend analysis.

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*

The course provides a framework for analyzing different types of problems. Early in the course, we distinguish between positive and normative analysis. Positive analysis, or questions about facts and causal relationships build students critical thinking skills. Normative analysis, on the other hand, is particularly pertinent to personal and social responsibility issues. Personal and social responsibility topics that are particularly important to this class include: questions about trade, why it is beneficial as a means for increasing overall economic benefits to society, but often implies winners and losers and whether it is possible to compensate those harmed by trade; questions about government action to address social problems like low income through the minimum wage; high costs for housing and the likely harm caused by rent control; negative externality problems such as those related to pollution and ways to address them; positive externality problems and why they justify public investments in in public schools and public health; problems of poverty, income inequality and public policies that can ameliorate them. Issues like these are introduced in class meetings. Students are engaged through the use of case studies and by discussion questions.

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 the outcomes of the third essential skill. 200 – 300 words.


E. Supporting Documents

☐ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

F. 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 meets institutional standards for general education.



Signature of Chief Academic Officer

11/3/2019

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Amendment

NMHU Econ 2120 Communication and Critical Thinking Skills

The Principles of Microeconomics course will regularly require students to write short essays as part of their homework assignments. Writing essays will develop students' ability to evaluate and communicate complex ideas that they will learn from class meetings, textbook reading (focus on case studies) and articles provided by the Professor. After written assignments are submitted, students may be called upon to briefly lead a class discussion. Essay questions typically require the student to apply the tools of economic analysis as well as ethical and normative concepts introduced in the class to evaluate scenarios, policy choices for their economic and social consequences. Questions are often tailored to New Mexico specific situations to underscore their applicability and relevance. Student essays are evaluated for student understanding of concepts and for writing quality. Oral discussions presentations are not graded. Approximately ten essay assignments are required during the semester. Written assignments may include more than one question. The activities include Communication skill (*genre and medium awareness, application and versatility, strategies for understanding and evaluating messages, and evaluation and production of arguments*) and Critical thinking skill (*problem setting, evidence acquisition, evidence evaluation, and reasoning/conclusion*).

The following are assessment samples of essay questions, which cover Communication, Critical Thinking, and Personal & Social Responsibility skills.

1. During the Second World War, Germany saw its factories decimated. It also suffered the loss of many lives. How did the war affect its production possibilities curve and what were the implications for their ability to continue the war?
2. The New Mexico State Hospital faces a chronic shortage of nurses. Use supply and demand analysis to explain the shortage. Also use your analysis to suggest how the state might address the shortage.
3. The New Mexico legislature is considering a relatively modest increase in the state's minimum wage. Proponents say that it will turn the minimum wage into a living wage. Opponents claim that the increase will harm many low-income workers because it will kill jobs. Use supply and demand analysis to evaluate these claims.
4. Suppose that the Highlands University Athletic Director proposed increasing ticket prices to football games to increase program revenue. Use the concept of price elasticity of demand to evaluate this proposal.
5. Santa Fe recently considered adopting a soda tax. Use externality and corrective taxation concepts to evaluate the proposal.
6. Externalities create both efficiency and ethical problems. Explain why.
7. Explain why many economists favor using corrective taxes rather than regulation to address externality problems.
8. The Taos miniature golf course closes during the winter months. Use revenue and cost concepts to explain why.
9. Perfectly competitive firms are price takers, while monopolies are price makers. Explain why this is so. Also, explain how monopolies determine how much to produce and what price to charge.
10. People seem to really hate monopoly. Call upon cases discussed in class and the textbook to explain why.
11. Monopolistic competition implies inefficiency. It also implies benefits in terms of choice. Explain.
12. In the Prisoners' Dilemma game, both players (Bonnie and Clyde) would benefit by colluding but choose not to. Explain why.

13. A natural monopoly is inefficient. What policies would you recommend that the government pursue to minimize their harm?
14. Discuss Rawls' theory of justice and explain how it relates to questions of poverty and inequality.
15. Explain the difference between poverty and inequality. Is one more important than the other? What steps would you recommend to address these problems?

NEW MEXICO HIGHER EDUCATION DEPARTMENT

SUSANA MARTINEZ
GOVERNOR



DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	New Mexico State University
Department	Languages and Linguistics
Course Number, Title, Credits	LING 200G, Introduction to Language, 3cr
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	Yes
Name and Title of Contact Person	Glenn Fetzer, Department Head
Email and Phone Number of Contact Person	gwfetzer@nmsu.edu 575 646 4595

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☐ Communications ☐ Mathematics ☐ Science ☒ Social & Behavioral Sciences
☐ Humanities ☐ Creative & Fine Arts ☐ Other

Which essential skills will be addressed?

☒ Communication ☒ Critical Thinking ☐ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

LING 2110G, Introduction to the Study of Language and Linguistics

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:

<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Understand the basic concepts and terminology associated with phonetics, phonology, morphology, syntax, semantics, and pragmatics.

2. Comprehend how language evolves over history and over an individual's lifespan.
3. Describe some common, but mistaken, beliefs about language and to distinguish between descriptive and prescriptive approaches to language.
4. Describe the social, psychological, geographic and historical influences that lead to language dominance or language endangerment.
5. Be aware of the relations among various languages in the world, between dialects and slang, and between human and non-human languages.
6. Apply methods of linguistic analysis as introduced in the course.
7. Critically engage with the works of linguistic researchers.
8. Stimulate curiosity about language and what it reveals about the human mind.

Institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

The essential skill of communication encourages the analysis and response to a range of verbal exchanges whether in the form of oral, written, visual, or digital texts; these goals intersect with the course objectives of Linguistics 200. Several objectives in the course relate to the exploration of various linguistic systems and/or perspectives, e.g. phonetics, phonology, morphology, syntax, sociolinguistics, and historical linguistics. Through linguistic study students identify the distinctive characteristics of language, what its specific systems and components are and how languages are organized to effectively communicate messages. Additionally, they discover a variety of communicative functions of language (informative, affective, phatic, etc.) and examine the individual characteristics of specific languages as well as highlight universal qualities that all languages share.

In this course students gain knowledge in these areas by applying theoretical principles to evaluate the components and structures of a variety of languages from around the world. They gain awareness on how language systems adapt to different conditions as well as gain insight into how historical events and migration to diverse geographical contexts have played a role in changing and shaping varieties of the same language, in merging distinct languages or in contributing to the death of other languages. As part of their analyses of linguistic data in diverse forms, students must be able to articulate in oral and/or written form, the features of the components of linguistic system under examination, the rules, strategies or conditions involved in their transformation, and the linguistic outcomes. The culmination of their learning is realized in a critical analysis of a peer-reviewed article in a linguistics-related field which elevates the knowledge gained through the course to the professional realm. Students must thoughtfully summarize the problem and approach presented by the author, evaluate the validity and support of the claims made, must determine the type of audience to whom the author is writing (expert/non-expert), and provide an assessment of whether the article's goals were achieved and how.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Critical thinking is an essential component of Linguistics 200. Throughout their examination of how various language systems work such as syntax, morphology, phonetics and phonology, students must be able to identify, contrast the characteristics of the components of particular language systems, must be able to evaluate where the characteristics

of some of those components change as well as determine what factors motivate those changes. The must also be able to argue for a rule or strategy that describes the observed changes that accounts for all of the data as well as be prepared to test the validity of their proposed rule on novel data sets. An example from syntax might ask students to explain why you can “run up a bill” and “run up a hill” but while you can “run a bill up,” you can’t “run a hill up.” While this example relates to English, data for the examination of linguistic systems come from a variety of world languages, most of which are unfamiliar to students, requiring them to rely primarily on a critical examination of linguistic data rather than on uncritical instincts regarding language. Critical thinking is further exemplified by the critical article analysis at the end of the course. As noted in a separate section for this assignment students must thoughtfully summarize the problem and approach presented by the author, evaluate the validity and support of the claims made, must determine the level of audience to whom the author is writing (expert/non-expert), and provide an assessment of whether the article’s goals were achieved and how.

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 the outcomes of the third essential skill. 200 – 300 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*

Linguistics entails the study of a quintessentially human characteristic: language. Examining what language is, what it’s composed of, how it works, how it varies from region to region, how it changes over time, and how world languages are similar to and different from one another is crucial to understanding who we are as human beings. Students examine language as a system of inter-related rules, for example, the rules related to sound (phonology), word formation (morphology) and conversational conventions (pragmatics). This knowledge allows students to understand the complexity of human speech ranging from individual articulation to cross-cultural communication. While learning how to deconstruct linguistic systems, students are exposed to various languages from around the world. Students examine data from cultures ranging from African-American English dialects and American Indian languages here in the United States, to European, African, Asian and Slavic languages, just to name a few. This exposure provides students with an appreciation of the diversity of ways in which language manifests itself as well as a sensitivity toward other cultures. Developing this analytical awareness of language lays the foundation for intercultural competence, fosters a critical consciousness of human existence in diverse contexts, and promotes understanding of and connections between communities from both local and global perspectives. The collaboration in which students engage while working through their discoveries enhances their skills of working in teams and advances their abilities to engage intellectually with others by employing principles of civic discourse. The preparation of a critical article review further develops their skills as ethical brokers of linguistic knowledge in linguistics by requiring them to faithfully represent the argument and intentions of the article’s authors as well as analyze and critique a peer-reviewed study in the discipline.

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 the outcomes of the third essential skill. 200 – 300 words.

E. Supporting Documents

☐ **Sample Course Rubric Attached** (recommended) ☐ **Sample Assessment Attached** (required)

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan [Click here to enter text.](#)

This course meets institutional standards for general education.

April C. Mason

Signature of Chief Academic Officer

25 Jan 19

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Preface to Sample Assessment for Ling 200G

The following set of questions are to provide a small sample of questions used to assess knowledge in Ling 200G. This particular set of questions focuses on examining **Critical Thinking** through the analysis of the form and order of different meaning components (morphemes) that comprise words in Swahili. Since this language is expected to be unfamiliar to the majority of students in NM who encounter it, they need to rely on the component skills of critical thinking rather than prior knowledge or instinct to successfully resolve the various facets of the problem presented. The key components of **Critical Thinking** are related to the sample assessment as follows:

Problem Setting: students identify the patterns of similarity and difference across the language data given by examining and comparing the meaning of the words (glosses) and the word forms. They detect that some elements are consistent in form and meaning across the data, and that when forms change, the meanings also change.

Evidence Acquisition: students initiate their analysis of the words to identify elements of the words that contribute different meanings. In doing so they need to ignore their concepts of how words are formed in the languages they're familiar with. They begin to formulate hypotheses about where to divide words into their meaningful elements.

Evidence Evaluation: All hypotheses must fit all data. Students more closely evaluate their initial hypotheses by searching for multiple examples of information that confirms them and any evidence that might refute their hypotheses. Based on this closer examination of the evidence and reasoning they revise their hypotheses.

Reasoning/Conclusion. Based on their identification and analysis of patterns of morphemes in the data provided, students then infer the rules of the language for the order of morphemes to form words and then apply their rule to create other words that would be grammatically correct in Swahili.

In this sample assessment Q1 is comprised of 14 separate items, Q2 of four separate items and Q3 of five separate items. Each of these individual items is graded on a correct/incorrect basis. Students who demonstrate emerging, developing or proficient critical thinking skills are expected to minimally have the following number of items correct on each of the questions.

Emerging	Developing	Proficient
Q1: 7/14	Q1: 9/14	Q1: $\geq 12/14$
Q2: 2/4	Q2: 3/4	Q2: $\geq 3/4$
Q3: 1/5	Q3: 3/5	Q3: $\geq 4/5$

Sample Assessment for Ling 200G

Consider the following data from **Swahili** (English gloss is in *italics*).

[anapenda] <i>he likes</i>	[alinipenda] <i>he liked me</i>	[alimona] <i>he saw him</i>
[atapenda] <i>he will like</i>	[alikupenda] <i>he liked you</i>	[alimsaidia] <i>he helped him</i>
[alipenda] <i>he liked</i>	[alimpenda] <i>he liked him</i>	[ananitazama] <i>he looks at me</i>
[amependa] <i>he has liked</i>	[alitupenda] <i>he liked us</i>	[alimua] <i>he killed him</i>

1. Identify the Swahili morphemes that correspond to the following meanings:

_____ <i>like</i>	_____ <i>see</i>	_____ <i>help</i>	_____ <i>look</i>	_____ <i>kill</i>
_____ <i>he</i>	_____ <i>me</i>	_____ <i>you</i>	_____ <i>him</i>	_____ <i>us</i>
_____ <i>present tense</i>	_____ <i>future tense</i>			
_____ <i>past tense</i>	_____ <i>past perfect tense (has + past participle)</i>			

2. Write the order in which the following morphemic elements appear in Swahili:

Subject (he), **Verb** (like, see, etc.), **Object** (him, us, etc.) and **Tense** (future, present, etc.).

_____ + _____ + _____ + _____

3. Based on your analysis of Swahili morpheme structure, how would you say the following in Swahili?

he will help me _____ *he saw us* _____

he will like you _____ *he sees him* _____

he has looked at us _____

NEW MEXICO HIGHER EDUCATION DEPARTMENT

SUSANA MARTINEZ
GOVERNOR



DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	New Mexico State University- Las Cruces
Department	Interdisciplinary Studies
Course Number, Title, Credits	W S 201G, Introduction to Women's Studies, 3 credits
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	Yes
Name and Title of Contact Person	Dr. Laura Anh Williams, Associate Professor, Director of Gender and Sexuality Studies
Email and Phone Number of Contact Person	lawill@nmsu.edu , 575-646-1662

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☒ AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☐ Communications ☐ Mathematics ☐ Science ☒ Social & Behavioral Sciences
☐ Humanities ☐ Creative & Fine Arts ☐ Other

Which essential skills will be addressed?

☒ Communication ☒ Critical Thinking ☐ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

GNDR 2110G, Introduction to Women, Gender, and Sexuality Studies

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Understand foundational concepts, theories, and approaches to gender and sexuality in conjunction with contemporary social justice movements such as feminism.
2. Describe the range of social and political forces that shape and are shaped by gender, sexuality, race/ethnicity, and other intersecting categories of identity.
3. Demonstrate the ability to conduct intersectional analysis.
4. Develop and improve skills in reading, critical thinking, academic writing, and public speaking.

Institution-specific Student Learning Outcomes N/A

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) **and how you will assess their learning?**

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Throughout the course, students will practice strategies for understanding and evaluating texts (written language and other cultural artifacts) and developing arguments of their own. Strategies include prompting students to seek key arguments and counterarguments, applying theoretical lenses, and synthesizing new arguments based in research. In writing assignments and other projects, students will communicate in various genres and media (oral, written, audio) using strategies appropriate to the rhetorical situation. Students will integrate support for their own ideas with information from sources that are used and cited appropriately. For example, students are asked to identify a concept utilized in more than one reading assignment and to define that concept as they understand it. Students then comment on one another's concepts and definitions. Students' responses evaluate other students' ideas and use of supporting evidence. Student learning is assessed in a rubric that measures clarity of writing as well as analysis and use of sources.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students will develop critical thinking skills through learning practices that cultivate critical reading skills and analytical approaches to critical debate. Students will practice the act of interpretation, and the identification and employment of forms of evidence to support their reasoning, build arguments, and develop conclusions. Such problem-solving and interpretation practices rest on an understanding of the possibility of diverse theoretical positions, interpretations, cultural contexts, and approaches. A possible example of this is an assignment that prompts students to produce a sympathetic reading of a text, such as a newspaper article, that goes along with "the grain" of text's conclusions and forms of evidence while another component of the assignment asks students to read against it to uncover unstated assumptions, logical fallacies, and other rhetorical practices based in the text. Evaluation in such an assignment will measure the extent to which students demonstrate the ability to interpret the text, analyze it, develop a new argument, and support it

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and 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*

Ethical reasoning, intercultural competence, and civic discourse are each essential to Introduction to Women's, Gender, and Sexuality Studies. Students will demonstrate an understanding of ethical reasoning and intercultural competence by evaluating arguments in assigned texts for their personal and social impact. Students will synthesize arguments, being mindful of systems of power with special attention to ramifications for underrepresented and/or marginalized groups. Student learning will be assessed using a rubric that measures students' analysis of key concepts such as intersectionality or oppression as well as addressing particular social justice issues.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

E. Supporting Documents

☒ **Sample Course Rubric Attached** (recommended)

☒ **Sample Assessment Attached** (required)

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://assessment.nmsu.edu/levels-of-assessment/general-education/>

This course meets institutional standards for general education.

April C. Mason
Signature of Chief Academic Officer

25 Jan 19
Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Week 5: Identity and Embodiment

After reading this week's selection from *Women of Color and Feminism* and viewing the YouTube videos, write 2-3 paragraphs that defines what INTERSECTIONALITY means and how this contributes to what "feminism" or "Women's and Gender Studies" means. How does the idea of INTERSECTIONALITY ask us to think about identity and embodiment in a new way? Choose at least three different quotations from the assigned essays to support your ideas. You may include direct quotations from the video "Black Folk Don't Do Feminism" as one of your sources.

Remember to include specific quotations, announce the author and source, and include page numbers and a list of works cited in MLA or APA style.

** Remember to **RESPOND** to a classmate's discussion. Think of our Discussions as you would a conversation in a classroom. If someone responds to you or asks you a question, you enhance the conversation by following up with your own questions, insights, and meaningful comments. Remember to keep these grounded in the assigned texts, and engage with key concepts

UNDERGRADUATES write at least 250-400 words

New Mexico State University
College of Arts and Sciences
Sample Course Rubric: GNDR 2110G

This sample scoring rubric is for a sample assignment (referred to as “sample assessment”) for GE certification of GNDR 2110G, focusing explicitly on the essential skills of *COMMUNICATION* (effectiveness and clarity of writing, following grammatical and formal citation practices), *CRITICAL THINKING* (engagement with and analysis of concepts), and *PERSONAL AND SOCIAL RESPONSIBILITY* (connecting concepts about identity categories to larger questions privilege/oppression). Instructors may design their own rubrics for their assignments throughout their courses.

Assessment Scoring Rubric

	Exceptional (4)	Proficient (3)	Developing (2)	Formative (1)
COMMUNICATION				
How effective is the writer’s focus, organization, and support?				
How well does the document follow correct research formatting styles?				
How well does the document follow standards of grammar, mechanics, and usage?				
CRITICAL THINKING				
How well does assignment demonstrate understanding of the concepts, engagement with the ideas, and analysis of assigned material				
PERSONAL AND SOCIAL RESPONSIBILITY				
How effectively does the writer make connections between social categories and experiences of privilege/oppression?				

General Education Area V: Humanities

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	English
Course Number, Title, Credits	1410, Introduction to Literature, 3
Co-requisite Course Number and Title, if any	N/A
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	Daniel Peterman, Full Time English Faculty
Email and Phone Number of Contact Person	dpeterman@cnm.edu (505) 224-4000 ext. 53007

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☐ Communications ☐ Mathematics ☐ Science ☐ Social & Behavioral Sciences
☒ Humanities ☐ Creative & Fine Arts ☐ Other

Which essential skills will be addressed?

☐ Communication ☒ Critical Thinking ☒ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

ENGL 1410 Introduction to Literature

List all learning outcomes that are shared between course sections at your institution.

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

N/A

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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 the outcomes of the first essential skill. 200 – 300 words.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

The provided assignment addresses the Reasoning/Conclusion component of Critical Thinking by asking students to address the following questions: “Based on your own thoughts and course discussions, why do we people read (or write, for that matter!) gothic literature? What does it do for us beyond cheap thrills and chills?” This question comes at the end of the assignment after students have answered other questions about tropes and features of Gothic literature and asks them to reason through and draw conclusions about why people read this type of literature. In order to successfully answer this question, students must have an understanding of the subject matter up to this point and be able to now apply this understanding to explain the appeal of the genre and what readers are able to derive from it. This demonstrates a higher level of critical thinking than earlier questions in which students are asked to provide information, details, or explanations as they must now apply this information to their own arguments, taking a stance that is not provided for them by the instructor while also explaining the reasoning behind their positions. The entire assignment is a scaffold upon which students must use higher orders of thought, moving from simple recall of facts to application and argument.

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 the outcomes of the third essential skill. 200 – 300 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*

The attached assignments addresses Personal and Social Responsibility by way of intercultural reasoning and intercultural competence. It does so by asking students to first address the historical significance of gothic literature and its reception at the time in which it was written. Gothic literature is a literary movement most closely associated with 18th and 19th century Europe, more specifically British and German writers. While the British canon is obviously well represented in traditional literature courses, this assignment moves beyond that to ask students to consider more specifically how the gothic literature movement was a response to the European Enlightenment, how this style of literature challenged, threatened, and reflected values and viewpoints at the time, and to consider

the question of respectability in various types of literature. These various tasks require students to focus on understanding viewpoints outside of our modern context and to consider how our views have developed over time, both in the sense of the past leading to the present but also the cultural contributions of other cultures, especially from a very specific literary genre. In completing this assignment, students must address a particular value called into question by this literature and understand both that value and the perspective of the author challenging said value.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

This assignment addresses Information and Digital Literacy through asking students to deal with questions related to Authority and Value of Information. The assignment contains foundational questions regarding both basic levels of knowledge about works, such as who wrote the first gothic novel, but also what the significance of this novel was and asks students to explore the lasting impact and influence of this novel. In order to do so, students must draw upon both available information about the novel and its author but also works that succeeded it and the influence of the foundational work on later novels and their authors. Furthermore, students are asked to draw upon knowledge from other works, reference and describe specific details, and to also discuss and explain the significance of these details, thus reinforcing the importance and value inherent in information. The assignment is something completed on their own and is self-paced so students are afforded the ability to draw upon research skills to retrieve important and specific details from their course material ensuring that the information they use is authoritative and accurate. This means the assignment goes beyond simply seeing information as something to recall but as something to apply at a more meaningful level when interacting with a text.

E. Supporting Documents

☐ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

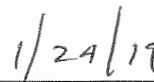
F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/generated-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Name: _____

English 1150 ~ Test 1: Introduction to Gothic Literature

Instruction: Complete the following test and submit it online under the given learning module. Make sure to use complete sentences for all answers. Save your document as FirstInitial.LastName.Test1 (Example: MDeBlassie.Test1) before uploading. This test is worth a total of ten points (each question worth one point).

1. What is the title of the first gothic novel and when was it first published?
2. How did the novel in question 1 change the way people read/write stories?
3. What author made gothic novels respectable?
4. Think about the moment in *The Monk* when the villain first sees the demon Matilda has conjured. What does the demon look like? Why is this significant? (100 words minimum.)
5. Who is Matthew Lewis and how did he change or influence gothic literature?
6. Explain the difference between Gothic Terror and Gothic Horror, using examples from class readings. (100 words minimum.)
7. Who wrote a gothic parody of "The Mysteries of Udolpho," among other gothic texts? What was the name of the novel? And why is this parody important (i.e. what does it teach us about the gothic genre)? (100 words minimum.)
8. Name one specific Enlightenment value gothic literature questioned and give an example from one of the readings. Then explain the importance of the moment in the story. (100 words minimum.)

-
- 9. Name one common trope or theme of gothic literature and give an example from one of our readings. Then explain the importance of the moment in the story. (100 words minimum.)**
- 10. We've spent a lot of time talking about gothic literature, scary movies, and all the common tropes, elements, and themes that make up this genre. Based on your own thoughts and course discussions, why do people read (or write, for that matter!) gothic literature? What does it do for us beyond cheap thrills and chills? (100 words minimum.)**

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	English
Course Number, Title, Credits	2510, Analysis of Literature, 3
Co-requisite Course Number and Title, if any	N/A
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Daniel Peterman, Full Time English Faculty
Email and Phone Number of Contact Person	dpeterman@cnm.edu (505) 224-4000 ext. 53007

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☐ Communications ☐ Mathematics ☐ Science ☐ Social & Behavioral Sciences
☒ Humanities ☐ Creative & Fine Arts ☐ Other

Which essential skills will be addressed?

☐ Communication ☒ Critical Thinking ☒ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

ENGL 2510 Analysis of Literature

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Demonstrate an understanding of biographical, critical, cultural, and historical contexts.
2. Examine how the formal elements of a text create meaning.
3. Identify and apply various critical approaches to analyzing literature.
4. Summarize and evaluate scholarly articles in literary studies.
5. Integrate academic research to produce clear and detailed literary analysis about major texts from the course.

Institution-specific Student Learning Outcomes

N/A

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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 the outcomes of the first essential skill. 200 – 300 words.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

The selected assignment assesses Critical Thinking through the use of Reasoning/Conclusion. The assignment gives the students two options for how to structure an essay about poetry, both of which ask them to “critically and creatively analyze the poetic content and form,” skills which draw directly upon reasoning and drawing conclusions. In order to complete an analysis, students must either apply a critical literary theory to poetry (e.g. Marxism, Gender Theory, etc.) or select a theme and look at a number of poems that explore that theme. In both options, students must reason through how that theory offers a new or interesting way of explicating the poem and offer well-supported conclusions for how a theoretical or thematic reading gives the poems different and more complex meanings. To support this, students must “attempt to learn something about poetry, language, and human experience, then share this insight with the reader in a well-organized, thoughtful, and stylistically interesting piece of academic writing.” Thus, their conclusion is based on the need to offer others critical frameworks to broaden their understanding. Similarly, students selecting to examine poetry based on a shared theme must reason through multiple poems to identify themes and then draw conclusions about how this grouping of poems can now offer new insights into this theme.

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 the outcomes of the third essential skill. 200 – 300 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*

The attached assignment addresses Personal and Social Responsibility through the use of Civic Discourse, Civic Knowledge, and Civic Engagement. One of the options on the assignment is to offer a critical theory based reading of a poem or poems that will make use of theoretical frameworks such as Marxism, Gender Theory, Critical Race Theory, and Queer Theory, all of which require that students gain a knowledge of different groups within the civic framework while also acquiring knowledge and understanding of experiences outside their own and engaging with modes of

living or experiences that may differ from their own. By asking students to consider issues such as socioeconomics, class, gender and sexism, race and ethnicity, and sexuality, the assignment creates a space for students to become more well-informed citizens on both a local and global level. Furthermore, by applying these theoretical frameworks to poetry, students gain a deeper understanding and appreciation of poetry as an art form that is embedded in civic dialogue and engagement. Students may also find themselves in situations in which they must challenge, confront, and critically re-examine viewpoints, attitudes, and beliefs that work within a system of bigotry and/or oppression, thus becoming more informed and engaged members of their local and global communities.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

The attached assignment addresses the essential skill of information and digital literacy by way of research as inquiry. While the primary materials for research come from the textbook for the source, research as inquiry is an important skill as students both must draw upon reading assignments they've already completed but with the need to re-examine them as well as supplementing their understanding of the poems from the textbook by also seeking out work from the same poets. Students are instructed that "While the authors must appear within our textbook, you may seek outside work by these authors in the completion of this essay." This type of research is based entirely on the need for students to answer questions through research in order to more fully explore the assignment. Furthermore, as critical literary theories are being addressed, students must also supplement the readings about these theories through outside research in order to gain a greater understanding of difficult concepts only given a perfunctory introduction in their textbook. Research of both types discussed is research entirely based on inquiry as students are not seeking sources to confirm their viewpoints but are seeking research to fill in gaps in their knowledge and to have a more in-depth knowledge of the course's subject matter, both in terms of the breadth of poetry and the depth of theoretical understanding.

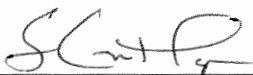
E. Supporting Documents

☐ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

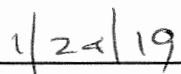
F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/general-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____

Date

English 2250: Analysis of Literature
Second Essay Assignment: Poetry
100 points

Proposal Due April 18th

Peer-Review Draft Due April 25th

Essay Due April 27th (no late assignments accepted)

Prompt

The second essay of English 2250 focuses on an analysis of poetry and poetic form using the work of authors who can be found in *The Norton Introduction to Literature, 12th Edition*. The purpose of the assignment is to offer each student the opportunity to

- critically and creatively analyze the poetic content and form
- develop a vocabulary to discuss the elements of English poetry
- demonstrate an understanding of theory, convention, and aesthetics in poetry
- enhance the understanding and enjoyment of English poetry

As with the previous paper, going with “easy” is not your best bet. Choose an option and subject material that intrigues, puzzles, or surprises you. Attempt to learn something about poetry, language, and human experience, then share this insight with the reader in a well-organized, thoughtful, and stylistically interesting piece of academic writing.

Options

- 1.) Explication of a Single Poem**—You may choose to explicate a single poem from the textbook. This essay will engage applicable aspects of critical theory (you may choose a primary critical approach such as Marxism or Gender Theory, but you are also encouraged to use multiple approaches to craft an interesting analysis) and poetic form to provide a detailed and complex analysis of a single piece. Although you will have many points of analysis, you will create an overarching and controlling thesis about the poem. For example: Physical Illness as a Metaphor for Spiritual Corruption in Sylvia Plath’s “Fever 103” or The Failure of Masculinity in Robert Frost’s “Home Burial” or The Necessity of Mourning in Yusef Komunyakaa’s “Facing It.”
- 2.) Exploration of a Theme**—You may choose to focus on a particular idea or theme that recurs in three to five separate poems by the same or by different authors. While the authors must appear within our textbook, you may seek outside work by these authors in the completion of this essay. While this essay will also involve the application of theory and the analysis of poetic elements, the thesis will focus on a complex understanding of a single idea or issue that is addressed in a variety of poems by one or more authors. For instance, you may write a paper that examines “The Erotic Image in Dickinson and Frost” or “The Border as Imagined Homeland in the Work of Pat Mora” or “The Contemporary Sonnet as Caged Chaos” or “Motherhood Reimagined.”

Audience and Context

The audience for your analysis is comprised of the members of the class and the instructor—you will, however, want to consider a larger audience composed of literary studies scholars. You should once again strive to create a clean, clear, interesting, and potentially publishable text.

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	Communication, Humanities, and Social Sciences
Course Number, Title, Credits	ENGL 2610, American Literature I, 3 credits
Co-requisite Course Number and Title, if any	N/A
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	Marissa Juarez, FT English Faculty
Email and Phone Number of Contact Person	Mjuarez8@cnm.edu; 224-4000 ext. 52294

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☐ Communications ☐ Mathematics ☐ Science ☐ Social & Behavioral Sciences
☒ Humanities ☐ Creative & Fine Arts ☐ Other

Which essential skills will be addressed?

☐ Communication ☒ Critical Thinking ☒ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

English 2610, American Literature I

List all learning outcomes that are shared between course sections at your institution.

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. 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

N/A

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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 the outcomes of the first essential skill. 200 – 300 words.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

In American Literature I, students will read and examine American literature from the colonial period to the mid-nineteenth century, and they will consider how these texts (including poetry, plays, essays, and short stories) reflect aesthetic, cultural, and ideological debates central to early American culture and society. Class discussions and lessons will engage students' reading of assigned literary works, and students will be largely responsible for posing questions and offering opinions about each text. Essay exams and writing assignments present students with questions related to American literature, and students must closely read assigned selections to address each question (see attached: Written Exam #1 with rubric). In writing analytical research papers, students will support interpretations of American literature by citing relevant textual details, locating patterns and themes, noticing language choices, and considering the contextual factors that shaped the text's production (see Written Exam #1 rubric). For research-based literary analyses, students will be asked to conduct secondary research related to the author's life, the text's socio-historical context, the corresponding culture, or associated literary movement; in so doing, students will evaluate the evidence gathered (determining the validity of sources and their relevance to the research topic). Through the process of analyzing literary texts, students will develop plausible interpretations that can be supported with the text and with other research. 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 details about the text's language, patterns, themes, or ideas; the student writes in a coherent and accurate style; and the student cites sources appropriately using MLA style.

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 the outcomes of the third essential skill. 200 – 300 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 course, students will broaden their understanding of American literature, including its traditions and major authors; they will explore various influences and sources of these texts and examine the connections between literature and society. Students will gain skills in intercultural reasoning and intercultural competence by evaluating the social justice issues revealed in assigned texts and by considering how the ideas presented in these texts illustrate race, class, gender, and culture dynamics in the U.S. Students will compare and contrast American literary works to understand social and cultural relationships of the past, and they will be asked to consider how these relationships might compare to those of contemporary society. Students will gain skills in civic discourse, as well as local and global civic knowledge and engagement, as they participate in class discussions and compose blogs, analytical papers, or projects related to early American literature. Students will be asked to explore and draw conclusions from the cultural, historical, social, political, and economic factors that may shape a given piece of literature. Instructors will evaluate students' competency in personal and social responsibility based on how concretely students identify the social themes of an assigned text 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*

Reading, discussing, and writing about literary texts require students to consider the authority and value of information and to use this knowledge ethically when posing interpretations. During class discussions for example, students may be presented with a question about an assigned text or its socio-historical period; students must develop a response that can be supported both with details from the text and with contextual evidence, such as information about the time period or location in which the text was produced. Students will develop knowledge of information structures by studying early American literary texts; these explorations will aid students in recognizing how ideas and values are communicated through literary texts, as well as the insights these texts might provide about U.S. culture, society, or history. Students will research various aspects of early American literature, from individual authors, to specific historical periods, social events, or literary movements. In analyzing assigned texts, students will consider a question related to a literary text or period, analyze and evaluate information, and synthesize the ideas gathered to pose an informed examination of American literature (see Written Exam #1 with rubric). Students will also be asked to consider how they might relate themes of early American literature to other situations, including current day social issues and events. Instructors will assess students' information and digital literacy based on their inclusion of relevant and appropriate information and their competency in formulating a research question and arriving at an answer.

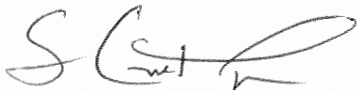
E. Supporting Documents

☒ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

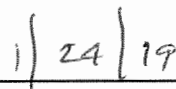
F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan [Click here to enter text.](#)

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Early American Literature – Written Exam #1

Due Date:

Point Value: 100 points.

Guidelines: Avoid broad sweeping generalizations and avoid unnecessary historical background and context. Address the topic directly and immediately, as you would in any literary analysis. Your response needs to be between 500 and 750 words long.

You need to use MLA format, citation, and documentation, follow the guidelines about electronic sources in the handout "Sophomore Film and Literature Papers" in the Writing Tips tab, and avoid citing dictionaries and encyclopedias, including Wikipedia.

Choose one of the following questions and respond in an essay of at least 500 words.

1. How does either Anne Bradstreet's poetry or Mary Rowlandson's narrative display the Puritans' religious concerns?
2. How does Benjamin Franklin's *The Autobiography* show an eighteenth century, not a seventeenth century, worldview?
3. What makes William Bradford's "The Mayflower Compact" or Thomas Jefferson's "The Declaration of Independence" such an important historical **and** literary document?

Grading Rubric

I will grade your assignment based on the following criteria:

Criteria	Points Possible
Analysis presents a focused response to the prompt	20
Analysis plays close attention to the text's language/patterns/themes/ideas	30
Analysis presents a clear interpretation of the text	30
Sentences are correctly composed and punctuated	10
Grammar usage, spelling, punctuation, mechanics, and MLA format are correct	10
TOTAL	100

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	Communication, Humanities, and Social Sciences
Course Number, Title, Credits	ENGL 2620, American Literature II, 3 credits
Co-requisite Course Number and Title, if any	N/A
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	Marissa Juarez, FT English Faculty
Email and Phone Number of Contact Person	Mjuarez8@cnm.edu; 224-4000 ext. 52294

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☐ Communications ☐ Mathematics ☐ Science ☐ Social & Behavioral Sciences
☒ Humanities ☐ Creative & Fine Arts ☐ Other

Which essential skills will be addressed?

☐ Communication ☒ Critical Thinking ☒ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

English 2620, American Literature II

List all learning outcomes that are shared between course sections at your institution.

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. 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

N/A

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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 the outcomes of the first essential skill. 200 – 300 words.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

In American Literature II, students will read and examine American literature from the mid-nineteenth century to the present, and they will consider how these texts (including poetry, plays, essays, and short stories) reflect aesthetic, cultural, and ideological debates central to early American culture and society. Class discussions and lessons will engage students' reading of assigned literary works, and students will be largely responsible for posing questions and offering opinions about each text. Essay exams and writing assignments present students with questions related to American literature, and students must closely read assigned selections to address each question (see attached: Written Exam #3 with rubric). In writing analytical research papers, students will support interpretations of American literature by citing relevant textual details, locating patterns and themes, noticing language choices, and considering the contextual factors that shaped the text's production (see Written Exam #1 rubric). For research-based literary analyses, students will be asked to conduct secondary research related to the author's life, the text's socio-historical context, the corresponding culture, or associated literary movement; in so doing, students will evaluate the evidence gathered (determining the validity of sources and their relevance to the research topic). Through the process of analyzing literary texts, students will develop plausible interpretations that can be supported with the text and with other research. 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 details about the text's language, patterns, themes, or ideas; the student writes in a coherent and accurate style; and the student cites sources appropriately using MLA style.

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 the outcomes of the third essential skill. 200 – 300 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 course, students will broaden their understanding of American literature, including its traditions and major authors; they will explore various influences and sources of these texts and examine the connections between literature and society. Students will gain skills in intercultural reasoning and intercultural competence by evaluating the social justice issues revealed in assigned texts and by considering how the ideas presented in these texts illustrate race, class, gender, and culture dynamics in the U.S. Students will compare and contrast American literary works to understand social and cultural relationships of the past, and they will be asked to consider how these relationships might compare to those of contemporary society. Students will gain skills in civic discourse, as well as local and global civic knowledge and engagement, as they participate in class discussions and compose blogs, analytical papers, or projects related to early American literature. Students will be asked to explore and draw conclusions from the cultural, historical, social, political, and economic factors that may shape a given piece of literature. Instructors will evaluate students' competency in personal and social responsibility based on how concretely students identify the social themes of an assigned text 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*

Reading, discussing, and writing about literary texts require students to consider the authority and value of information and to use this knowledge ethically when posing interpretations. During class discussions for example, students may be presented with a question about an assigned text or its socio-historical period; students must develop a response that can be supported both with details from the text and with contextual evidence, such as information about the time period or location in which the text was produced. Students will develop knowledge of information structures by studying early American literary texts; these explorations will aid students in recognizing how ideas and values are communicated through literary texts, as well as the insights these texts might provide about U.S. culture, society, or history. Students will research various aspects of early American literature, from individual authors, to specific historical periods, social events, or literary movements. In analyzing assigned texts, students will consider a question related to a literary text or period, analyze and evaluate information, and synthesize the ideas gathered to pose an informed examination of American literature (see Written Exam #1 with rubric). Students will also be asked to consider how they might relate themes of early American literature to other situations, including current day social issues and events. Instructors will assess students' information and digital literacy based on their inclusion of relevant and appropriate information and their competency in formulating a research question and arriving at an answer.

E. Supporting Documents

☒ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

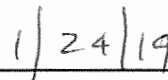
F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan [Click here to enter text.](#)

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Leiter

Early American Literature – Written Exam #3

Due Date:

Point Value: 100 points.

Avoid broad sweeping generalizations and avoid unnecessary historical background and context. Address the topic directly and immediately, as you would in any literary analysis. Your response needs to be between 500 and 750 words long.

You need to use MLA format, citation, and documentation, follow the guidelines about electronic sources in the handout "Sophomore Film and Literature Papers" in the Writing Tips tab, and avoid citing dictionaries and encyclopedias, including Wikipedia.

Choose one of the following questions (#1 or #2) and respond in an essay of at least 500 words.

1. Use the definition of “postmodernism” that the Norton editors provide in Postmodernist Manifestos PowerPoint

- A shift from the poem as artifact to the poem as open-ended process
- An increasing emphasis on the unconscious, accident, and chance
- A growing focus on the body, gender, and women’s experiences
- A greater sense of the poet’s personal life reflected in the poetry itself

Analyze how one or more of the following poet's work-- Theodore Roethke, Elizabeth Bishop, Allen Ginsberg, Adrienne Rich, Sylvia Plath—illustrates “postmodernism.”

OR

2. Use the definition of Post-World War II literature found in Norton "American Literature since 1945": "If anything is common to the period, it is a self-conscious and experimental view of language as a tool of literary expression. In a wide variety of ways writers explore and test the ways language shapes our perceptions of reality, and their work moves in and out of various kinds of language, as if testing the limits and possibilities of the different discourses that make up contemporary life" (1083).

Analyze how one or more of the following writer's work—Arthur Miller, John Cheever, John Updike, Raymond Carver, Leslie Marmon Silko, Sandra Cisneros—illustrates Post World War II literature.

Grading Rubric

I will grade your assignment based on the following criteria:

Criteria	Points Possible
Analysis presents a focused response to the prompt	20
Analysis plays close attention to the text's language/patterns/themes/ideas	30
Analysis presents a clear interpretation of the text	30
Sentences are correctly composed and punctuated	10
Grammar usage, spelling, punctuation, mechanics, and MLA format are correct	10
TOTAL	100

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
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DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	English
Course Number, Title, Credits	ENGL 2630, British Literature I, 3
Co-requisite Course Number and Title, if any	N/A
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	Daniel Peterman, Full Time English Faculty
Email and Phone Number of Contact Person	dpeterman@cnm.edu (505) 224-4000 ext. 53007

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☐ Communications ☐ Mathematics ☐ Science ☐ Social & Behavioral Sciences
☒ Humanities ☐ Creative & Fine Arts ☐ Other

Which essential skills will be addressed?

☐ Communication ☒ Critical Thinking ☒ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

ENGL 2630, British Literature I

List all learning outcomes that are shared between course sections at your institution.

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

N/A

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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 the outcomes of the first essential skill. 200 – 300 words.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

The attached assignment assesses the essential skill of critical thinking by requiring students to use reasoning and conclusion in a number of ways throughout the assignment. The first way this is accomplished is the identification portion of the exam. Students are given names or passages from a text and are asked not only to identify information such as the text and author, but also to draw conclusions about the significance of the passage or name. The inclusion of a discussion of significance moves the task from simple recall to the need to draw upon reasoning. Another portion of the exam asks students to write paragraphs about a number of questions. These questions ask students to use reasoning and conclusions by requiring them to again discuss significance, draw comparisons to other texts, and explain how values are being demonstrated or reflected. Finally, the last portion of the exam is an essay, in which students are given several options to either analyze or examine the significance of something, all of which requires them to reason through the concepts and draw conclusions. Each aspect of this assignment thus requires that students move beyond the simple recall of knowledge and into the use of reasoning and conclusions to analyze and explain the significance of foundational texts.

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 the outcomes of the third essential skill. 200 – 300 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*

The attached assignment addresses the skill of personal and social responsibility through the use of intercultural reasoning and intercultural competence. British Literature I is a course that covers British Literature from the beginnings of Old English until the end of the 18th century. As a result, this survey course covers a period of time

centuries removed and in another part of the world from our students. The exam asks them to take a number of things into consideration, such as “the importance of allegiance to community/king/queen/god in these early works,” the role of religion in the medieval era and how religious beliefs and traditions were expressed in that particular setting, and the roles and opportunities for women centuries ago. By considering and examining these ideas and concepts, students are also invited to think about how many of these questions of power, religion, and gender roles differ and are similar to our modern context. Additionally, why British Literature is part of the canon frequently taught in American education, students are still being asked to understand how a different cultural context is expressed in and shapes the literature they are reading and writing about. This insight provides both a link to the past and the origins of what we value in our artistic and cultural expressions.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

This assignment assesses Information and Digital Literacy by means of Authority and Value of Information. A significant portion of this exam is based on the need to recall information about an important piece of literature through the use of identifying the author, when applicable, and the work based on a passage or character from the work. The value of information is emphasized because not only must students have working knowledge of these works of literature, but they must be able to recognize key features of the text, such as writing style and content, to recall this information from memory. This reflects that while we have information at our disposal, there is still a value in retaining information in order to draw connections to other ideas and concepts. Furthermore, students are expected to write an essay in which they draw upon examples from texts they’ve read while not having access to these texts during the exam. This further emphasizes the importance of information recall and application while also reinforcing the authority and importance of works in our literary tradition. In both examples, the use of information requires students to obtain and display a greater level of understanding than simple identification due to the need to use said information in a more meaningful way.

E. Supporting Documents

☐ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

F. Assessment Plan (Must be on file with HED by August 1, 2019)

[Link to Institution’s General Education Assessment Plan](#) Click here to enter text.

This course meets institutional standards for general education.



Signature of Chief Academic Officer

1/24/19

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

ENG 2284 Exam 1: The Middle Ages

Instructions: You will have 75 minutes to complete the exam. Zip quickly through the IDs and short answers, so you can spend most of your time on the essay. Each ID question is worth 4 points, each short answer is worth 8, and the essay question is worth 40 points. You may not use notes, books, internet, or any aids at all for this test. Just use your own wonderful mind.

IDs: Identify as completely as possible (author if known, title, significance).

1. "Wise sir, do not grieve. It is always better/to avenge dear ones than to indulge in mourning."
2. Grendel
3. Mordred
4. "And the foresaid creature wept and sobbed so plenteously as though she had seen our Lord with her bodily eye suffering his Passion at that time."
5. "Yet you lacked, sir, a little in loyalty there,/ But the cause was not cunning, nor courtship either,/But that you loved your own life..."
6. "And thus in our making God almighty is our kindly father, and god all wisdom is our kindly mother, with the love and goodness of the Holy Ghost, which is all one God, one Lord."
7. "Housbondes at chirche dore I have had five
(If I so ofte mighte han wedded be),
And alle were worthy men in hir degree."

Short Answers: Write a specific, well-developed paragraph for each question with examples from the text.

8. How does *Beowulf* reflect the values of the Germanic, pre-Christian warrior culture it describes **OR** how does *Beowulf* reflect the Christian values of the poet and his audience?
9. Examine what the Wife of Bath and Marjory Kempe have in common.
10. Explain what is the Medieval Romance genre and briefly discuss how at least one work fits into that genre.
11. Explain the medieval notion of chivalry and how it manifests in at least one work we read.

12. Essay: Choose one of the following and write a well-developed and supported essay. Be sure to use specific examples from several works (no quotations, of course). You may use the back of the exam if you need more space.

- Examine the influence of religion in several works.
- What do these early texts tell us about the position of women?
- Examine the importance of allegiance to community/king/queen/god in these early works.
- Analyze the notion of morality in several works.
- Analyze the evolution of writing style throughout the medieval period.

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DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	English
Course Number, Title, Credits	2640, British Literature II, 3
Co-requisite Course Number and Title, if any	N/A
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	Daniel Peterman, Full Time English Faculty
Email and Phone Number of Contact Person	dpeterman@cnm.edu (505) 224-4000 ext. 53007

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☐ Communications ☐ Mathematics ☐ Science ☐ Social & Behavioral Sciences
☒ Humanities ☐ Creative & Fine Arts ☐ Other

Which essential skills will be addressed?

☐ Communication ☒ Critical Thinking ☒ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

ENGL 2640

List all learning outcomes that are shared between course sections at your institution.

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

N/A

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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 the outcomes of the first essential skill. 200 – 300 words.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

The attached assignment addresses the essential skill of Critical Thinking through the use of Reasoning/Conclusion. The assignment is an exam that asks students to draw upon the knowledge they've acquired about British literature and to reason through and draw conclusions about a number of different works of literature and topics related to those works. The first portion of the exam is an identification portion. Students are either presented with passages, titles, or characters and must then draw conclusions about both factual information but also the significance of the work in question. In the case of passages of text, students will need to recognize certain features and reason through them to identify the source. The more significant portion of the exam for reasoning and conclusion is the essay portion at the end. Students must fully address an analytical question about a work of literature and draw conclusions about the significance of various aspects of it and use reason to support their conclusions. In each of the essay options, students must move beyond identifying plot points but reason through the various ways in which a particular text offers a greater insight into a historical and/or cultural moment. This reasoning will lead to a well-supported conclusion.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 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*

The attached assignment addresses the essential skill of Personal and Social Responsibility through its focus on intercultural reasoning and intercultural competence. It achieves this goal primarily through the essay portion of the exam. Two of the essay options ask students to either consider "How does Joseph Conrad's *Heart of Darkness* portray the psychology of European colonialism?" or "How does W.B. Yeats's poetry display the aesthetic, cultural, and political concerns of the Irish Literary Renaissance?" The first option focuses specifically on European colonialism, in

this case, the colonialism of African nations. This works on a number of intercultural levels. First, students will need to understand the cultural context of colonialism and its lasting impacts on the colonized. They will also need to develop an understanding of the mindset of the colonizers and how the inhumanity depicted in *Heart of Darkness* was justified or often ignored. This also allows students to understand their own relationship with colonialism and its widespread impact. In the second question, students are asked to specifically address the cultural concerns of the Irish Literary Renaissance. In order to do so, they must first understand something about Irish culture and the history that this literary Renaissance was in response to. This also requires that they understand the differences in Irish literary culture and how it both represents Irish culture in general and other cultures it may have been responding to.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

The attached assignment addresses the essential skill of Information and Digital Literacy through the use of Authority and Value of Information. A significant portion of this exam is in the form of identification. Students are given pieces of information and must use these to address and identify information that is important in the literary tradition. For example, one of the questions asks students to identify information about *Ulysses* and *Finnegan's Wake*. These are considered to be among the most influential and important novels of the 20th century and asking students to be familiar with their author and larger significance is one way in which authority and value of information is reinforced. Additionally, the short answer portion of the exam requires students to recall and address specific things about a number of works of literature they read in the class. That this information is treated as valuable emphasizes the important place these works hold as well as the information putting the works into a larger context besides just the classroom. Finally, the essay portion deals with significant works and requires students to recall important information and details in their responses to these prompts. Each portion of the test thus reinforces the value and authority of the information learned in the class while also allowing students to more fully grasp this through application.

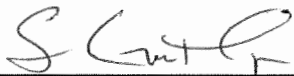
E. Supporting Documents

☐ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

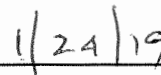
F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

ENGL 2640
Final (100 points)

Identifications: Identify ten of the following twelve items as completely as possible. If you do more than ten, I'll grade the first ten. 2 points each, 20 total.

1. Bunbury
2. "The sea is calm tonight"
3. the Bloomsbury Group
4. George Eliot
5. "Drummer Hodge"
6. "Musée Des Beaux Arts"
7. Birdboot and Moon
8. "And yet/Dauntless the slug-horn to my lips I set/And blew.
"_____." (fill in the blank and identify)
9. Maud Gonne
10. "Exterminate all the brutes."
11. *Ulysses* (1922) and *Finnegan's Wake* (1939)
12. "The red-room was a spare chamber, very seldom slept in."

Short Answers 5 points each, 15 total.

1. Identify the author, speaker, and person or persons addressed in two of these dramatic monologues: "My Last Duchess," "The Bishop Orders His Tomb," "Andrea Del Sarto."
2. What are the geographical settings of the following works? *Heart of Darkness*, "The Dead," *The Waste Land*.

3. Identify these modern poets by name: a native of St. Louis, the most important Scottish poet since Burns, a poet who wrote about his life in Wales, a black poet from the West Indies, “the best Irish poet since Yeats.”

Essay: Write a specific, well-developed essay (300-350 words) on one of the following topics. Do not waste time with needless introductions, rhetorical flourishes, or broad generalizations--just address the topic. 65 points

1. How do the outward forms of architecture and nature come to depict inner feeling in Charlotte Bronte’s novel *Jane Eyre*?
2. How does Joseph Conrad’s *Heart of Darkness* portray the psychology of European colonialism?
- 3.. How does W.B. Yeats’s poetry display the aesthetic, cultural, and political concerns of the Irish Literary Renaissance?
4. How is T.S. Eliot’s *The Waste Land* the prototypical modernist poem?

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	Communication, Humanities, and Social Sciences
Course Number, Title, Credits	ENGL 2650, World Literature I, 3 credits
Co-requisite Course Number and Title, if any	N/A
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	Marissa Juarez, FT English Faculty
Email and Phone Number of Contact Person	Mjuarez8@cnm.edu; 224-4000 ext. 52294

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☐ Communications ☐ Mathematics ☐ Science ☐ Social & Behavioral Sciences
☒ Humanities ☐ Creative & Fine Arts ☐ Other

Which essential skills will be addressed?

☐ Communication ☒ Critical Thinking ☒ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

English 2650, World Literature I

List all learning outcomes that are shared between course sections at your institution.

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

N/A

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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 the outcomes of the first essential skill. 200 – 300 words.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

In World Literature I, students will read and examine representative world masterpieces from ancient, medieval, and Renaissance literature, and they will consider how these texts (including poetry, plays, and philosophical and religious texts) reflect the ideas and customs of world cultures. Class discussions and lessons will engage students' reading of assigned literary texts, and students will be largely responsible for posing questions and offering opinions about each text. Writing assignments present students with opportunities to explore questions related to world literature, and students must closely read assigned selections to address their proposed question(s). In writing analytical papers, students will support interpretations of world literature by citing relevant textual details, locating patterns and themes, noticing language choices, and considering the contextual factors that shaped the text's production (See the attached Contextual Analysis assignment). For research-based literary analyses, students will be asked to conduct secondary research related to the author's life, the text's socio-historical context, the corresponding culture, or associated literary movement; in so doing, students will evaluate the evidence gathered (determining the validity of sources and their relevance to the research topic). Through the process of analyzing literary texts, students will develop plausible interpretations that can be supported with the text and with other research. 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 details about the text's language, patterns, themes, or ideas; the student writes in a coherent and accurate style; and the student cites sources appropriately using MLA style.

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 the outcomes of the third essential skill. 200 – 300 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 World Literature I, students will broaden their understanding of literature and their knowledge of other cultures through exploration of how literature represents individuals, ideas and customs of world cultures. The course focuses strongly on examining the ways literature and culture intersect and define each other. Students will gain skills in intercultural reasoning and intercultural competence by evaluating the social issues revealed in assigned texts and by considering how the ideas presented in these texts reflect the specific contexts in which they are produced (see attached Contextual Analysis assignment). Students will compare and contrast global literary works to understand social and cultural relationships of the past, and they will be asked to consider how these relationships might compare to those of contemporary society. Furthermore, students will analyze how literary works reflect historical, national, cultural, and ethnic differences. Students will gain skills in civic discourse, as well as local and global civic knowledge and engagement, as they participate in class discussions and compose blogs, analytical papers, or projects related to world literary texts. Students will be asked to explore and draw conclusions from the cultural, historical, social, political, and economic factors that may shape a given piece of literature. Instructors will evaluate students competency in personal and social responsibility based on how concretely students identify the social themes of an assigned text 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*

Reading, discussing, and writing about literary texts require students to consider the authority and value of information and to use this knowledge ethically when posing interpretations. During class discussions for example, students may be presented with a question about an assigned text or its socio-historical period; students must develop a response that can be supported both with details from the text and with contextual evidence, such as information about the society and culture in which the text was produced. Students will develop knowledge of information structures by studying world literary texts; these explorations will aid students in recognizing how ideas and values are communicated through literary texts, as well as the insights these texts might provide about a culture, society, or historical period. Students will research various aspects of world literature, from individual authors, to specific historical periods, social events, or literary movements. In analyzing assigned texts, students will consider a question related to a literary text or period, analyze and evaluate information, and synthesize the ideas gathered to pose an informed examination of world literature (see attached Contextual Analysis assignment). Students will also be asked to consider how they might relate themes of world literature to other situations, including current day social issues and events. Instructors will assess students' information and digital literacy based on their inclusion of relevant and appropriate information and their competency in formulating a research question and arriving at an answer.

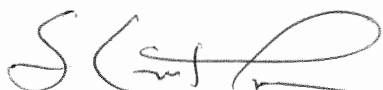
E. Supporting Documents

☒ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/general-education-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer

1/24/19

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

English 2262: Earlier World Literature
Essay One: Contextual Analysis

Essay One: Contextual Analysis is worth 150 points and is due by _____. Please upload your paper as a Word document if possible; this format allows me to apply comments directly onto your paper. Please do not type your paper into the submission box, as it will lose all your formatting.

Contextual analysis essays: In these 2-3-page papers, you will be asked to analyze readings on the basis of theme or other literary elements, or their social and historical context, or their approach to a philosophical question.

This essay offers several possible ways of analyzing one of the readings that we have studied up to this point. Choose one of the texts listed below in the Eligible Texts list. You should analyze this work based on one of the following:

- a theme you have identified in the text
- literary devices and techniques used and their effect
- a philosophical question or concept you feel drives the text
- an analysis of one or more characters from the reading
- the text's reflection of its social or historical context
- a comparison of a contemporary rendition of the text with the primary source (for instance, many of the primary texts we read have film or graphic novel adaptations)

A good way to approach this assignment is to create a question for yourself, based on the author and bullet you've picked. If you would like help framing your topic or question, or would like to run it by me, please feel free to email me!

Eligible texts for Essay One:

- *The Epic of Gilgamesh*
- Homer's *The Iliad*
- Euripides's *Medea*

Please keep the following in mind as you write your essay:

- Essay should be 2-3 pages in length, double-spaced
- Stay organized for the reader by using a clear thesis, topic sentences, etc.
- Provide quotes from the text you've chosen, supporting all major points
- Essay should incorporate MLA formatting and documentation
- Grades will also be affected by overall essay structure and grammar/mechanics

Criteria	Points Possible
Analysis is framed around a question and presents a clear thesis with relevant and well-developed supporting details	30
Analysis is organized and well structured	20
Analysis presents a clear contextual interpretation of the text	30
Sentences are correctly composed and punctuated	10
Grammar usage, spelling, punctuation, mechanics, and MLA format are correct	10

TOTAL	100
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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

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	Communication, Humanities, and Social Sciences
Course Number, Title, Credits	ENGL 2660, World Literature II, 3 credits
Co-requisite Course Number and Title, if any	N/A
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	Marissa Juarez, FT English Faculty
Email and Phone Number of Contact Person	Mjuarez8@cnm.edu; 224-4000 ext. 52294

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☐ Communications ☐ Mathematics ☐ Science ☐ Social & Behavioral Sciences
☒ Humanities ☐ Creative & Fine Arts ☐ Other

Which essential skills will be addressed?

☐ Communication ☒ Critical Thinking ☒ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

English 2660, World Literature II

List all learning outcomes that are shared between course sections at your institution.

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

N/A

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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 the outcomes of the first essential skill. 200 – 300 words.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

In World Literature II, students will read and examine representative world masterpieces from the 1600s to the present, and they will consider how these texts (including poetry, plays, and philosophical and religious texts) reflect the ideas and customs of world cultures. Class discussions and lessons will engage students' reading of assigned literary texts, and students will be largely responsible for posing questions and offering opinions about each text. Writing assignments and exams present students with questions related to world literature, and students must closely read assigned selections to address each question (see attached Comparative Analysis assignment). In writing analytical research papers, students will support interpretations of world literature by citing relevant textual details, locating patterns and themes, noticing language choices, and considering the contextual factors that shaped the text's production. For research-based literary analyses, students will be asked to conduct secondary research related to the author's life, the text's socio-historical context, the corresponding culture, or associated literary movement; in so doing, students will evaluate the evidence gathered (determining the validity of sources and their relevance to the research topic). Through the process of analyzing literary texts, students will develop plausible interpretations that can be supported with the text and with other research. 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 details about the text's language, patterns, themes, or ideas; the student writes in a coherent and accurate style; and the student cites sources appropriately using MLA style.

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 the outcomes of the third essential skill. 200 – 300 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 World Literature II, students will broaden their understanding of literature and their knowledge of other cultures through exploration of how literature represents individuals, ideas and customs of world cultures. The course focuses strongly on examining the ways literature and culture intersect and define each other. Students will gain skills in intercultural reasoning and intercultural competence by evaluating the social issues revealed in assigned texts and by considering how the ideas presented in these texts reflect the specific contexts in which they are produced. Students will compare and contrast global literary works to understand social and cultural relationships of the past, and they will be asked to consider how these relationships might compare to those of contemporary society (see attached Comparative Analysis assignment). Furthermore, students will analyze how literary works reflect historical, national, cultural, and ethnic differences. Students will gain skills in civic discourse, as well as local and global civic knowledge and engagement, as they participate in class discussions and compose blogs, analytical papers, or projects related to world literary texts. Students will be asked to explore and draw conclusions from the cultural, historical, social, political, and economic factors that may shape a given piece of literature. Instructors will evaluate students competency in personal and social responsibility based on how concretely students identify the social themes of an assigned text 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*

Reading, discussing, and writing about literary texts require students to consider the authority and value of information and to use this knowledge ethically when posing interpretations. During class discussions for example, students may be presented with a question about an assigned text or its socio-historical period; students must develop a response that can be supported both with details from the text and with contextual evidence, such as information about the society and culture in which the text was produced. Students will develop knowledge of information structures by studying world literary texts; these explorations will aid students in recognizing how ideas and values are communicated through literary texts, as well as the insights these texts might provide about a culture, society, or historical period (see Comparative Analysis assignment). Students will research various aspects of world literature, from individual authors to specific historical periods, social events, or literary movements. In analyzing assigned texts, students will consider a question related to a literary text or period, analyze and evaluate information, and synthesize the ideas gathered to pose an informed examination of world literature. Students will also be asked to consider how they might relate themes of world literature to other situations, including current day social issues and events. Instructors will assess students' information and digital literacy based on their inclusion of relevant and appropriate information and their competency in formulating a focused problem or research question and arriving at an answer (see Comparative Analysis assignment grading criteria).

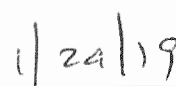
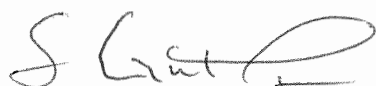
E. Supporting Documents

☒ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

English 2263: Later World Literature
Essay Two: Comparative Analysis

Essay Three: Comparative Analysis is worth 200 points. The final draft is due by midnight Wednesday, April 26th (mid Week Fifteen). Brainstorming and more formal workshops will take place in Weeks Thirteen and Fourteen. Please upload your paper as a Word document if possible; this format allows me to apply comments directly onto your paper. Please do not type your paper into the submission box, as it will lose all your formatting.

Comparative analysis essay: In this 5-7 page paper, you will be asked to conduct a literary comparative analysis on selected readings from the term. Choose works from **at least three** of the five units that we have studied. Units studied:

- Unit One: The Enlightenment in Europe and the Americas
- Unit Two: Realism Across the Globe
- Unit Three: Modernity and Modernism
- Unit Four: Postwar and Postcolonial Literature
- Unit Five: Contemporary World Literature

Choose one (or more? Not sure how crowded that would get) text from at least three different units. You can approach this essay in a variety of ways.

- Choose a recurring theme and analyze how that theme is addressed similarly or differently across the units' genres (possible choices, but not limited to: gender, power, social structure, religion, humor, death, justice, change, etc.)
- Posit how each of the texts reflects their social, historical, and or artistic context
- Analyze how each text approaches a shared philosophical question
- Compare and analyze how each text incorporates one or more literary elements (setting, character, use of language, plot, point of view, rhetorical strategies, etc.)
- Another approach? Email me if you want to run an idea past me

A good way to approach this assignment is to create a question for yourself, based on the authors and units you've picked. For example, you could respond to the question "How did Wollstonecraft, Woolf, and Kincaid differ in their approaches to addressing expected gender roles within each of their time periods?" or something along those lines. Your thesis is the "answer" to the "question" you framed.

Please keep the following in mind as you write your essay:

- Essay should be 5-7 pages in length, double-spaced
- Essay incorporates works from a minimum of three of the five units that we have studied
- Be sure your introduction clarifies your central thesis and that your subsequent paragraphs support and illustrate that thesis
- Stay organized for the reader by using a clear thesis, topic sentences, etc.
- Provide quotes from the text you've chosen, supporting all major points
- Essay should incorporate MLA formatting and documentation
- Grades will also be affected by overall essay structure and grammar/mechanics

A list of all units and eligible texts within each unit follows:

Eligible texts for Essay Three. Choose one from at least three of the five units.

1. Texts from Unit One: The Enlightenment in Europe and the Americas:

- Molière's *Tartuffe*
- Mary Wollstonecraft's *Vindication on the Rights of Women*
- Sor Juana Inés de la Cruz's "The Poet's Answer to the Most Illustrious Sor Filotea de la Cruz" *we did not study this text, but several of you mentioned that the letter was significant to you, so I wanted to make this selection an option as well*

OR

2. Texts from Unit Two: Realism Across the Globe

- Joaquim Maria Machado de Assis's "The Rod of Justice"
- Leo Tolstoy's *The Death of Ivan Illyich*

OR

3. Texts from Unit Three: Modernity and Modernism

- James Joyce's "The Dead"
- Franz Kafka's *The Metamorphosis*
- Virginia Woolf's "A Room of One's Own"

OR

4. Texts from Unit Four: Postwar and Postcolonial Literature

- Tadeusz Borowski's "This Way for the Gas, Ladies and Gentlemen"
- Doris Lessing's "The Old Chief Mshlanga"
- Chinua Achebe's "Chike's School Days"
- Naguib Mahfouz's "Zaabalawi"

OR

5. Texts from Unit Five: Contemporary World Literature

- Gabriel García Márquez's "Death Beyond Constant Love"
- Jamaica Kincaid's "Girl"
- Leslie Marmon Silko's "Yellow Woman"
- Salman Rushdie's "The Perforated Sheet"
- Isabel Allende's "And of Clay Are We Created"

Grading Rubric:

Criteria	Points Possible
Analysis is framed around a question and presents a clear thesis with relevant and well-developed supporting details	30
Analysis is organized and well structured	20
Analysis presents a clearly presented comparison of texts from 3 or more units from the semester	30
Sentences are correctly composed and punctuated	10
Grammar usage, spelling, punctuation, mechanics, and MLA format are correct	10

TOTAL	100
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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

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	History
Course Number, Title, Credits	HIST 1110, United States History I, 3 credits
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Dr. Kara Carroll, History Instructor
Email and Phone Number of Contact Person	kcarroll14@cnm.edu; 505-224-4000 ext. 52868

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☒ AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☐ Communications ☐ Mathematics ☐ Science ☐ Social & Behavioral Sciences
☒ Humanities ☐ Creative & Fine Arts ☐ Other

Which essential skills will be addressed?

☐ Communication ☒ Critical Thinking ☒ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

HIST 1110

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:

<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Students will be able to EXPLAIN in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history

of the United States from the pre-colonial period to the immediate aftermath of the Civil War. Bloom Taxonomy's Cognitive Process: REMEMBER AND UNDERSTAND 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, CREATE³. Students will SUMMARIZE and APPRAISE different historical interpretations and evidence in order to CONSTRUCT past events. Bloom Taxonomy's Cognitive Process: UNDERSTAND, EVALUATE, APPLY⁴. Students will IDENTIFY historical arguments in a variety of sources and EXPLAIN how they were constructed, EVALUATING credibility, perspective, and relevance. Bloom Taxonomy's Cognitive Process: REMEMBER, UNDERSTAND, EVALUATE⁵. Students will CREATE well-supported historical arguments and narratives that demonstrate an awareness of audience. Bloom Taxonomy's Cognitive Process: CREATE, APPLY⁶. Students will APPLY historical knowledge and historical thinking "in order to infer what drives and motivates human behavior in both past and present." Bloom Taxonomy's Cognitive Process: APPLY, ANALYZE

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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 the outcomes of the first essential skill. 200 – 300 words.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students will develop critical thinking skills with a number of different assessments. Students will problem set by identifying historical challenges and problems, studying different suggestions and methods of solving the problem, analyzing why people decided to solve it the way they did, and analyzing the long term effects of that solution.

Students will learn evidence acquisition as a step in writing analytical papers and developing annotated bibliographies.

Students will learn to evaluate evidence in studying and analyzing primary source documents. They will identify facts from opinions, learn which documents qualify as trustworthy sources and which do not. In writing analytical essays summarizing historians' interpretations on different historical figures or events, students will learn to summarize and articulate ways that historical authorities agree and why different opinions diverge from common interpretations.

In studying change over time and why societies developed as they did, students will learn reasoning and concluding skills by learning the historical roots of common societal problems and conditions. In knowing how societies developed as they did, students will learn to develop reasonable suggestions for improvement or societal change, based on the historical data they've gathered and an understanding of past circumstances.

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 the outcomes of the third essential skill. 200 – 300 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*

Students will learn intercultural reasoning and competence through assignments like historical debates, which will be assessed for students' collaborative skills, ethical reasoning, teamwork and civic discourse. By studying history from multiple perspectives, and analyzing how societies changed and why, students will gain intercultural reasoning and competence skills, for example, when they analyze how the concept of freedom has changed in America's racial, gender, and class structures since 1865 (see attached assessment).

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

Students will learn digital literacy through completing assessments on digital platforms and analyzing learning to identify and utilize informational sources for the purposes of research and historical analysis. Students learn digital literacy skills through designing historical timelines on websites like Tiki Toki. Research projects require students to identify trustworthy and useful sources and use them for historical analysis. Essays and papers over historical monographs will require students to analyze the sources used by the authors and determine their usefulness and quality.

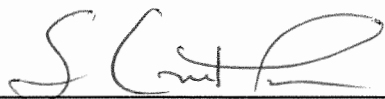
E. Supporting Documents

☒ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

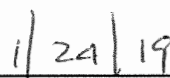
F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Sample Assessment & Rubric

Grading Rubric for Final Projects

Design a project that answers our course's thematic question: How did the definition of freedom change up to 1865, and how did race, class, gender, and the government affect the freedoms available to people living in the United States?

CATEGORY	Exemplary: 25-20	Proficient: 19-15	Developing: 14-10	Emerging: 9-0
Effective Communication (Presentation and Project Organization & Structure)	<ul style="list-style-type: none">- Logical, well developed explanation of the changing definition of freedom- Provides appropriate documentation, sources, or images to support thesis- The message is clear, engaging, and well presented	<ul style="list-style-type: none">- Mostly logical, fairly developed explanation of the changing definition of freedom- Provides some documentation, sources, or images- Message has a recognizable flow, generally free of errors- Overall thesis and message can be discerned with little effort	<ul style="list-style-type: none">- Lacks logical, clearly presented thesis explaining the changing definition of freedom- Documentation is scarce or inaccurate- Message is unclear or difficult to understand- Thesis can be understood with great effort	<ul style="list-style-type: none">- No discernible organization, logical explanation, or definition provided to explain the changing definition of freedom- No sources, documentation, or images used- Errors distract from message- Thesis is missing
Critical Thinking	<ul style="list-style-type: none">- Effectively and clearly demonstrated how freedom (or an aspect of freedom) changed in America- Included examples of race,	<ul style="list-style-type: none">- Provides good examples of how freedom changed throughout most of the time period covered in class- Includes at least two of the following	<ul style="list-style-type: none">- Provides some examples of how freedom changed, but doesn't cover enough time periods or provide sufficient examples	<ul style="list-style-type: none">- Does not sufficiently explain how freedom changed- Does not provide enough levels of analysis with regards to race, class, or gender

	class, & gender in analysis for each era - Included the ways the government helped or hindered for each era	categories in their analysis: race, class, & gender - Includes some of the ways the government affected peoples' freedoms	- Includes at least one of the following categories in their analysis: race, class, or gender - Provides insufficient examples of government affecting freedom	- Does not sufficiently analyze the role of the government in helping or hindering peoples' freedoms
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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

A. Institution and Course Information

Name of Institution	New Mexico Highlands University
Department	History & Political Science
Course Number, Title, Credits	HIST 201 US History to 1865 (3 credits)
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Dr. Steven J. Williams, Chair
Email and Phone Number of Contact Person	sjwilliams@nmhu.edu (email) 505-454-3435 (phone)

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☒ AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☐ Communications ☐ Mathematics ☐ Science ☐ Social & Behavioral Sciences
☒ Humanities ☐ Creative & Fine Arts ☐ Other

Which essential skills will be addressed?

☐ Communication ☒ Critical Thinking ☒ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

HIST 1110 United States History I (3 credits)

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:

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 institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Not one of the Essential Skills mandated.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

The discipline of history is built upon evidence and then reasoning from evidence to form coherent, logical interpretations of what that evidence means. This will be taught and tested in the following ways: a general description early in the semester about how historians go about their work; explicit examples of historical reasoning described during class lectures, with invitations for students to come to their own opinion on various topics; discussion of examples of historical reasoning in Study Sessions before each exam; inclusion of questions on each exam that test the students' ability to reason historically, practice in the analysis/evaluation of primary source documents.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

Not one of the Essential Skills mandated.

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*

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: the professor will routinely connect the past with the present in lectures with mentions of what is going on now in the news and noting the similarities with what happened in the past; as part of lectures and discussions the professor will address the issue of historical anachronism and the problems that attend making ethical judgments about the past. Class discussions and out-of-class reviews 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*

Information literacy is a basic skill for historians: 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. At least one lecture will present a kind of case study of "doing history": e.g., how a modern scholar would go about writing a biography of Alexander of Macedonia and coming to a judgment about his accomplishments. There will be assignments in which students are presented with a set of documentary materials and required to assess them on their own: depending on the professor, this could be in 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. Depending on the professor, the 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.

E. Supporting Documents

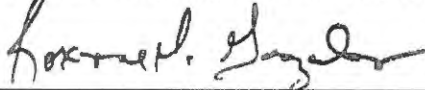
☐ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan Click here to enter text.

<http://www.nmhu.edu/wp-content/uploads/2018/10/NMHU-General-Education-Assessment-Guidelines.pdf>

This course meets institutional standards for general education.



Signature of Chief Academic Officer

11/3/2019

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

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.

NEW MEXICO HIGHER EDUCATION DEPARTMENT

SUSANA MARTINEZ
GOVERNOR



DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	New Mexico Highlands University
Department	History & Political Science
Course Number, Title, Credits	HIST 202 US History from 1865 (3 credits)
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Dr. Steven J. Williams, Chair
Email and Phone Number of Contact Person	sjwilliams@nmhu.edu (email) 505-454-3435 (phone)

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☒ AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☐ Communications ☐ Mathematics ☐ Science ☐ Social & Behavioral Sciences
☒ Humanities ☐ Creative & Fine Arts ☐ Other

Which essential skills will be addressed?

☐ Communication ☒ Critical Thinking ☒ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

HIST 1120 United States History II (3 credits)

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:

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 institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Not one of the Essential Skills mandated.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

The discipline of history is built upon evidence and then reasoning from evidence to form coherent, logical interpretations of what that evidence means. This will be taught and tested in the following ways: a general description early in the semester about how historians go about their work; explicit examples of historical reasoning described during class lectures, with invitations for students to come to their own opinion on various topics; discussion of examples of historical reasoning in Study Sessions before each exam; inclusion of questions on each exam that test the students' ability to reason historically, practice in the analysis/evaluation of primary source documents.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

This is not one of the Essential Skills mandated.

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*

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: the professor will

routinely connect the past with the present in lectures with mentions of what is going on now in the news and noting the similarities with what happened in the past; as part of lectures and discussions the professor will address the issue of historical anachronism and the problems that attend making ethical judgments about the past. Class discussions and out-of-class reviews 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*

Information literacy is a basic skill for historians: 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. At least one lecture will present a kind of case study of "doing history." There will be assignments in which students are presented with a set of documentary materials and required to assess them on their own: depending on the professor, this could be in 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. Depending on the professor, the 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.

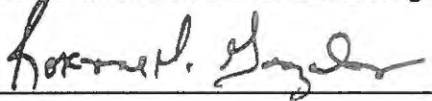
E. Supporting Documents

☐ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

F. 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 meets institutional standards for general education.



Signature of Chief Academic Officer

1/3/2019

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Sample Assessment

HI ST 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.”

NEW MEXICO HIGHER EDUCATION DEPARTMENT

SUSANA MARTINEZ
GOVERNOR



DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	New Mexico Highlands University
Department	History & Political Science
Course Number, Title, Credits	HIST 100 The Western World (3 credits)
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Dr. Steven J. Williams, Chair
Email and Phone Number of Contact Person	sjwilliams@nmhu.edu (email) 505-454-3435 (phone)

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☐ Communications ☐ Mathematics ☐ Science ☐ Social & Behavioral Sciences
☒ Humanities ☐ Creative & Fine Arts ☐ Other

Which essential skills will be addressed?

☐ Communication ☒ Critical Thinking ☒ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

HIST 1165 The Western World (3 credits)

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:

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 institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Not one of the Essential Skills mandated.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

The discipline of history is built upon evidence and then reasoning from evidence to form coherent, logical interpretations of what that evidence means. This will be taught and tested in the following ways: a general description early in the semester about how historians go about their work; explicit examples of historical reasoning described during class lectures, with invitations for students to come to their own opinion on various topics; discussion of examples of historical reasoning in Study Sessions before each exam; inclusion of questions on each exam that test the students' ability to reason historically, practice in the analysis/evaluation of primary source documents.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

Not one of the Essential Skills mandated.

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*

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; a course on Western Civilization necessarily addresses the issue of ethnocentrism and the ambivalent role played by the West in creating a global civilization. These issues will be covered in the following ways: the professor will routinely connect the past with the present in lectures with mentions of what is going on now in the news and noting the similarities with what happened in the past; as part of lectures and discussions the professor will address the issue of historical anachronism and the problems that attend making ethical judgments about the past (e.g., in a discussion of Roman gladiatorial games, the Spartan practice of infanticide, the persecution of Jews and lepers during the 14th century bubonic plague epidemic). Class discussions and out-of-class reviews 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*

Information literacy is a basic skill for historians: 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. At least one lecture will present a kind of case study of "doing history": e.g., how a modern scholar would go about writing a biography of Alexander of Macedonia and coming to a judgment about his accomplishments. There will be assignments in which students are presented with a set of documentary materials and required to assess them on their own: depending on the professor, this could be in 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. Depending on the professor, the 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.

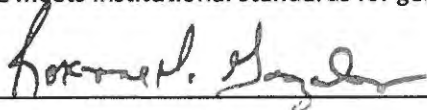
E. Supporting Documents

☐ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

F. 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 meets institutional standards for general education.



1/3/2019

Signature of Chief Academic Officer

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

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.

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	History
Course Number, Title, Credits	HIST 1170, Survey of Early Latin America, 3 credits
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Dr. Kara Carroll
Email and Phone Number of Contact Person	kcarroll14@cnm.edu; 505-224-4000 ext. 52868

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☒ AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☐ Communications ☐ Mathematics ☐ Science ☐ Social & Behavioral Sciences
☒ Humanities ☐ Creative & Fine Arts ☐ Other

Which essential skills will be addressed?

☐ Communication ☒ Critical Thinking ☒ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

HIST 1170

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Students will be able to EXPLAIN in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history

of the United States from the pre-colonial period to the immediate aftermath of the Civil War. Bloom Taxonomy's Cognitive Process: REMEMBER AND UNDERSTAND 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, CREATE3. Students will SUMMARIZE and APPRAISE different historical interpretations and evidence in order to CONSTRUCT past events. Bloom Taxonomy's Cognitive Process: UNDERSTAND, EVALUATE, APPLY4. Students will IDENTIFY historical arguments in a variety of sources and EXPLAIN how they were constructed, EVALUATING credibility, perspective, and relevance. Bloom Taxonomy's Cognitive Process: REMEMBER, UNDERSTAND, EVALUATE5. Students will CREATE well-supported historical arguments and narratives that demonstrate an awareness of audience. Bloom Taxonomy's Cognitive Process: CREATE, APPLY 86. 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 institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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 the outcomes of the first essential skill. 200 – 300 words.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students will develop critical thinking skills with a number of different assessments. Students will problem set by identifying historical challenges and problems, studying different suggestions and methods of solving the problem, analyzing why people decided to solve it the way they did, and analyzing the long term effects of that solution.

Students will learn evidence acquisition as a step in writing analytical papers and developing annotated bibliographies.

Students will learn to evaluate evidence in studying and analyzing primary source documents. They will identify facts from opinions, learn which documents qualify as trustworthy sources and which do not. In writing analytical essays summarizing historians' interpretations on different historical figures or events, students will learn to summarize and articulate ways that historical authorities agree and why different opinions diverge from common interpretations.

In studying change over time and why societies developed as they did, students will learn reasoning and concluding skills by learning the historical roots of common societal problems and conditions. In knowing how societies developed as they did, students will learn to develop reasonable suggestions for improvement or societal change, based on the historical data they've gathered and an understanding of past circumstances.

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 the outcomes of the third essential skill. 200 – 300 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*

Students will learn intercultural reasoning and competence through assignments like historical debates, studying history from multiple perspectives, and analyzing how Latin American societies changed and why. When analyzing primary source documents, and reading speeches and letters from historical figures, students will understand different cultural perspectives on Latin American historical events. Through writing essays analyzing primary source documents, giving speeches, or having historical debates on legislation, students develop intercultural reasoning and competence about Latin American diversity, as well an historic understanding of civic discourse and the importance of civic involvement.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

Students will learn digital literacy through completing assessments on digital platforms and learning to identify and utilize informational sources for the purposes of research and historical analysis.

Students learn digital literacy skills through designing historical timelines on websites like Tiki Toki, writing discussion board or journal posts on their course learning management system, designing PowerPoint or Prezi presentations, and writing analytical essays using programs like Word or Pages.

Research projects and papers require students to identify trustworthy and useful sources and utilize them for historical analysis. Essays and papers over historical monographs will require students to analyze the sources used by the authors and determine their usefulness, authority, and quality.

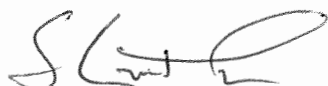
E. Supporting Documents

☒ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

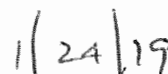
F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____

Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____

Date

Sample Assessment

In a Word document (or similar)

1. State the name or title of the historical person, event, or theme that you have identified, AND the specific date range for that person, event, or theme
2. Provide the URL or citation of the OUTSIDE source you consulted to learn more about that person, event, or theme. You are encouraged to also use information from the MILE e-text in addition to the information contained in the internet source you've located. (Outside source **CANNOT** be Wikipedia or any other encyclopedia site, including Bio.com)
3. Provide the URL of a video AND/OR image to illustrate the person, image, or event you've chosen (**Please note** that if your image or video does not load in the course timeline, you need to choose a different one that works)
4. Write a paragraph or two to summarize the information you learned from your source AND a paragraph or two to explain the historical significance of the person, event, or theme you've chosen. Be sure to explain the historical significance of your chosen topic in the context of New Mexico History, even if the topic also relates to U.S. History or Mexican History more generally.

Be sure to describe your chosen person, event, or theme in specific detail.

Sample Rubric

Criteria

Levels of Achievement

	Proficient	Competent	Needs Improvement	No Post
Definition	9-10 points- Clear definition of the person, event, or theme with a direct statement or discussion of chosen person's, event's, or	7 to 8 points- Vague definition of the person, event, or theme with a direct statement or discussion of chosen person's, event's, or theme's timeframe	0 to 6 points No direct definition of of the person, event, or theme with a direct statement or discussion of chosen person's, event's, or theme's timeframe 0 to 0 points	No post

	theme's timeframe			
Web Source	9 to 10 points Provided the URL or citation for the source used for the post. Source has clearly been vetted for clarity, reliability, and credibility. NO WIKIPEDIA	7 to 8 points Provided a URL or citation; partial indication of vetting for clarity, reliability, and credibility. NO WIKIPEDIA	0 to 6 points No URL or citation, OR use of Wikipedia or similar. Unclear vetting for clarity, reliability, and credibility.	No post
Video/Image	9 to 10 points Added a video or image that directly relates to the chosen topic and that adds depth to the post	7 to 8 points Video or image has a tenuous connection to the post	0 to 6 points Video or image is unrelated to the post	No post
Historical Significance	27 to 30 points- Paragraph(s) thoroughly describe the person, event, or theme, and also evaluate the significance of the chosen person, event, or theme to Latin American History in SPECIFIC terms	23 to 26 points Paragraph(s) describe the person, event, or theme, and also evaluate the significance of the chosen person, event, or theme to Latin American History, but in GENERAL terms	0 to 22 points Paragraphs are unorganized or vaguely describe the person, event, or theme and fail to fully address the person's, event's, or theme's significance to Latin American History	No post

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	History
Course Number, Title, Credits	HIST 1180, Survey of Modern Latin America, 3 credits
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Dr. Kara Carroll
Email and Phone Number of Contact Person	kcarroll14@cnm.edu; 505-224-4000 ext. 52868

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☒ AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☐ Communications ☐ Mathematics ☐ Science ☐ Social & Behavioral Sciences
☒ Humanities ☐ Creative & Fine Arts ☐ Other

Which essential skills will be addressed?

☐ Communication ☒ Critical Thinking ☒ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

HIST 1180 Survey of Modern Latin America

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Students will be able to EXPLAIN in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history

of the United States from the pre-colonial period to the immediate aftermath of the Civil War. Bloom Taxonomy's Cognitive Process: REMEMBER AND UNDERSTAND 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, CREATE3. Students will SUMMARIZE and APPRAISE different historical interpretations and evidence in order to CONSTRUCT past events. Bloom Taxonomy's Cognitive Process: UNDERSTAND, EVALUATE, APPLY4. Students will IDENTIFY historical arguments in a variety of sources and EXPLAIN how they were constructed, EVALUATING credibility, perspective, and relevance. Bloom Taxonomy's Cognitive Process: REMEMBER, UNDERSTAND, EVALUATE5. Students will CREATE well-supported historical arguments and narratives that demonstrate an awareness of audience. Bloom Taxonomy's Cognitive Process: CREATE, APPLY 86. 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 institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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In this box, provide a narrative that explains how the proposed course addresses the outcomes of the first essential skill. 200 – 300 words.

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E. Supporting Documents

☒ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

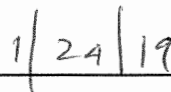
F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Sample Assessment

In a Word document (or similar)

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2. Provide the URL or citation of the OUTSIDE source you consulted to learn more about that person, event, or theme. You are encouraged to also use information from the MILE e-text in addition to the information contained in the internet source you've located. (Outside source **CANNOT** be Wikipedia or any other encyclopedia site, including Bio.com)
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Be sure to describe your chosen person, event, or theme in specific detail.

Sample Rubric

Criteria

Levels of Achievement

	Proficient	Competent	Needs Improvement	No Post
Definition	9-10 points- Clear definition of the person, event, or theme with a direct	7 to 8 points- Vague definition of the person, event, or theme with a direct statement or discussion of	0 to 6 points No direct definition of the person, event, or theme with a direct statement or discussion of	No post

	statement or discussion of chosen person's, event's, or theme's timeframe	chosen person's, event's, or theme's timeframe	chosen person's, event's, or theme's timeframe 0 to 0 points	
Web Source	9 to 10 points Provided the URL or citation for the source used for the post. Source has clearly been vetted for clarity, reliability, and credibility. NO WIKIPEDIA	7 to 8 points Provided a URL or citation; partial indication of vetting for clarity, reliability, and credibility. NO WIKIPEDIA	0 to 6 points No URL or citation, OR use of Wikipedia or similar. Unclear vetting for clarity, reliability, and credibility.	No post
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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

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	CHSS
Course Number, Title, Credits	HUMN 1110, Introduction to World Humanities I
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Sarah Egelman, Faculty
Email and Phone Number of Contact Person	Segelman@cnm.edu 224-4000 ext 50537

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☐ Communications ☐ Mathematics ☐ Science ☐ Social & Behavioral Sciences
☒ Humanities ☐ Creative & Fine Arts ☐ Other

Which essential skills will be addressed?

☐ Communication ☒ Critical Thinking ☒ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

HUMN 1110 Introduction to World Humanities I

List all learning outcomes that are shared between course sections at your institution.

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 the material.

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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 the outcomes of the first essential skill. 200 – 300 words.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

This course addresses the Critical Thinking skill and specifics such as problem setting, evidence acquisitions and evaluation, and reasoning/conclusion through varied assignments that require students to critically read, examine, discuss and write about presented content. For example, students will be assessed via research questions/projects which include annotated bibliographies, formulation of persuasive positions and arguments in discussion or in writing, quizzes and exams, portfolios and presentations that develop conclusions based on gathered data and critical engagement with material.

Basic methodology for the study of the Humanities will be introduced at the beginning of the course and implemented and reinforced throughout. As the course progresses this academic methodology will be applied to each content area or unit. This gives students a general model for approaching this interdisciplinary field as well as tools for examining specific examples. Additionally, the methodology (including discussion of text, context, subtext to understand and examine examples) will foster the skill of critical thinking which can be broadly applied academically and professionally beyond this course.

In the topical research paper, students are required to formulate a research question and thesis related to the study of the Humanities, conduct the actual research, critically read sources, and present a cogent, organized, and objective final paper supported by credible evidence. Students are encouraged to identify a variety of cultural and social perspectives from or about the ancient world for this paper and to assess and generate ideas/arguments based on the research and those perspectives. Both primary and secondary sources should be used.

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 the outcomes of the third essential skill. 200 – 300 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*

This course offers students an introduction to and examination of the Humanistic expressions of the ancient and medieval world. This course promotes intercultural competence through the exploration of various ideas and expressions from across the globe from pre-history to the Renaissance with attention paid to social issues across time and culture, cultural literacy, and personal relevancy and responses.

This course centers on Intercultural reasoning and competence by design and uses ethical reasoning to recognize and describe ethical and topical issues (such as power structure, identity, gender, religious dialogue, ethnocentrism and conflict, aesthetics, ecology, etc) and expressions from a variety of perspectives (such as cultural, philosophical, scientific, etc). Students are encouraged in their work to see parallels to the contemporary world and to identify ways to work across and within cultural relationships. Students are asked to critically inquire about various topics and examples that present a diversity of belief, response, and values as they explore ancient examples and concepts from the content areas (such as art, religion, government, science, philosophy, etc).

Instructors aim to build collaborative skills as students work on assessments and assignments related to Personal and Social Responsibility. A variety of methods and work will be included in the course including the topical research paper, portfolios and presentations, group projects that foster teamwork, reflection and response papers, group discussions; work should incorporate multiple perspectives where applicable.

Assessments foster intercultural competence, engagement and cultural literacy through the examination of the expressions of the ancient world with an emphasis on a richer comprehension of personal and social responsibility.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

In this course Information & Digital Literacy is introduced, promoted and evaluated in a number of ways in order to promote competent work in digital environments, to encourage solid research skills, and to learn to recognize, select, and use valuable, credible and authoritative information.

The assessments in this course require students to create annotated bibliographies, use accurate citations, and conduct research to complete assignments. Students are also taught to distinguish peer reviewed and academic sources from broader internet and popular sources.

Students are expected to demonstrate a familiarity and emerging comfort with technological tools commonly used in college (and professional) settings. Students engage in presentation projects using audio and visual elements, and various online tools.

Students are encouraged to identify and use available information systems such as databases and academic journal collections in order to conduct research and work with both primary and secondary sources.

In their topical research paper on a topic related to the Humanities of the ancient/medieval world, students are required to formulate a question or thesis and then use different research strategies to generate reasonable,

cogent, and credible responses to the question. This involves critical reading and thinking, evaluating sources, and the ability to synthesize information in a coherent manner.

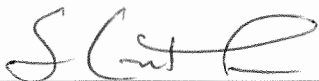
E. Supporting Documents

☒ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

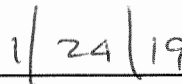
F. Assessment Plan (Must be on file with HED by August 1, 2019)

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This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Sample Assessment

Humanities 1110 Response Paper

There are five major broad themes we are exploring in this course:

1. Religion
2. Social structure
3. The arts
4. Technology, science, and innovation
5. Philosophy, society and ideas.

For this response paper you will pick ONE of those themes to identify and analyze in a short essay.

You may either explore the theme in depth using examples from one culture/civilization (Mesopotamian, Roman or African for example) we have studied or you may use the theme to look at cross-cultural examples. Be sure to define your terms precisely, be analytical, and to use examples to support your ideas. Avoid opinion and “I” statements and strive for an objective and academic tone. How were particular ideas or themes expressed in a particular culture? What has been the lasting impact/legacies of these ideas and expressions?

Each paper must:

- ✓ Be at least three pages, printed with 12 font and double spaced
- ✓ Have a clear thesis (main point)/argument supported by examples
- ✓ Cite all sources correctly within the body of the paper and in a bibliography
- ✓ Review both primary and secondary texts/sources. Sources should be objective, reliable and academic
- ✓ Be proofread carefully for spelling, grammar and clarity of ideas

This assignment addresses the following Learning Outcomes: # 1, #3, # 4.

This assignment addresses the following Essential Skills: Critical Thinking, Information & Digital Literacy.

Sample General Grading Rubric: Work is graded on the following criteria: correctness of answers/information, use of Humanities terms and vocabulary, demonstration of critical thinking, original ideas and analysis, mechanics (spelling and grammar as well as proper citations) and the use of examples to support your ideas

Grade	Expectations/Explanation
90-100/A	<ul style="list-style-type: none"> • Mostly free of mechanical or grammatical errors • Demonstrates critical thinking and critical engagement with material/concepts • Clearly expresses ideas and/or answers questions • Work is factually correct • All sources properly cited • Meets all assignment requirements • Shows creative and original thinking
80-89/B	<ul style="list-style-type: none"> • Mostly free of mechanical or grammatical errors • Demonstrates an active engagement with the material/concepts • Answers the questions posed or addresses topic • Work is factually correct • All sources are properly cited • Meets all assignment requirements
70-79/C	<ul style="list-style-type: none"> • Contains mechanical or grammatical errors that need to be addressed • Demonstrates a familiarity with the material/concepts • Answers the questions posed or addresses topic • Work is mostly factually correct • Sources are cited in some manner • Meets most of the assignment requirements
60-69/D	<ul style="list-style-type: none"> • Contains many mechanical or grammatical errors • Demonstrates a familiarity with the materials/concepts • Attempts to answer the questions posed or address topics • Work has some factual errors • Sources are not properly cited • Does not meet most of the assignment requirements
59 and Below/F	<ul style="list-style-type: none"> • Contains enough mechanical or grammatical errors to make meaning unclear • Does not demonstrate a solid familiarity or understanding of materials/concepts • Does not explicitly answer the questions or address the topic • Work has several factual errors • Sources are not cited • Work is plagiarized • Does not meet most of the assignment requirements

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	CHSS
Course Number, Title, Credits	HUMN 2110, Introduction to World Humanities II, 3 credits
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Sarah Egelman, Faculty
Email and Phone Number of Contact Person	segelman@cnm.edu, 224-4000 ext 50537

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

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B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☐ Communications ☐ Mathematics ☐ Science ☐ Social & Behavioral Sciences
☒ Humanities ☐ Creative & Fine Arts ☐ Other

Which essential skills will be addressed?

☐ Communication ☒ Critical Thinking ☒ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

HUMN 2110 Introduction to World Humanities II

List all learning outcomes that are shared between course sections at your institution.

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Institution-specific Student Learning Outcomes

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Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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In this box, provide a narrative that explains how the proposed course addresses the outcomes of the first essential skill. 200 – 300 words.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

This course addresses the Critical Thinking skill and specifics such as problem setting, evidence acquisitions and evaluation, and reasoning/conclusion through varied assignments that require students to critically read, examine, discuss and write about presented content about Humanities in the modern world. For example, students will be assessed via research questions/projects which include annotated bibliographies, formulation of persuasive positions and arguments in discussion or in writing, quizzes and exams, portfolios and presentations that develop conclusions based on gathered data and critical engagement with material.

Basic methodology for the study of the Humanities will be introduced at the beginning of the course and implemented and reinforced throughout. As the course progresses this academic methodology will be applied to each content area or unit. This gives students a general model for approaching this interdisciplinary field as well as tools for examining specific examples. Additionally, the methodology (including discussion of text, context, subtext to understand and examine examples) will foster the skill of critical thinking which can be broadly applied academically and professionally beyond this course.

In the topical research paper, students are required to formulate a research question and thesis related to the study of the Humanities, conduct the actual research, critically read sources, and present a cogent, organized, and objective final paper supported by credible evidence. Students are encouraged to identify a variety of cultural and social perspectives from or about the ancient world for this paper and to assess and generate ideas/arguments based on the research and those perspectives. Both primary and secondary sources should be used.

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 the outcomes of the third essential skill. 200 – 300 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*

This course offers students an introduction to and examination of the Humanistic expressions of modern world.

This course promotes intercultural competence through the exploration of various ideas and expressions from across the globe from the Renaissance forward with attention paid to social issues across time and culture, cultural literacy, and personal relevancy and responses.

This course centers on Intercultural reasoning and competence by design and uses ethical reasoning to recognize and describe ethical and topical issues (such as power structure, identity, gender, religious dialogue, ethnocentrism and conflict, aesthetics, ecology, etc.) and expressions from a variety of perspectives (such as cultural, philosophical, scientific, etc.). Students are encouraged in their work to see parallels across time and place, to make thoughtful connections and to identify ways to work across and within cultural relationships interpersonally. Students are asked to critically inquire about various topics and examples that present a diversity of belief, response, and values as they explore various examples and concepts from the content areas (such as art, religion, government, science, philosophy, etc).

Instructors aim to build collaborative skills as students work on assessments and assignments related to Personal and Social Responsibility. A variety of methods and work will be included in the course including the topical research paper, portfolios and presentations, group projects that foster teamwork, reflection and response papers, group discussions; work should incorporate multiple perspectives where applicable.

Assessments foster intercultural competence, engagement and cultural literacy through the examination of the expressions of the modern world with an emphasis on a richer comprehension of personal and social responsibility

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

In this course Information & Digital Literacy is introduced, promoted and evaluated in a number of ways in order to encourage competent work in digital environments, to encourage solid research skills, and to learn to recognize, select, and use valuable, credible and authoritative information.

The assessments in this course require students to create annotated bibliographies, use accurate citations, and conduct research to complete assignments. Students are also taught to distinguish peer reviewed and academic sources from broader internet and popular sources.

Students are expected to demonstrate a familiarity and emerging comfort with technological tools commonly used in college (and professional) settings. Students engage in presentation projects using audio and visual elements, and various online tools.

Students are encouraged to identify and use available information systems such as databases and academic journal collections in order to conduct research and work with both primary and secondary sources.

In their topical research paper on a topic related to the Humanities of the modern world, students are required to formulate a question or thesis and then use different research strategies to generate reasonable, cogent, and

credible responses to the question. This involves critical reading and thinking, evaluating sources, and the ability to synthesize information in a coherent manner.

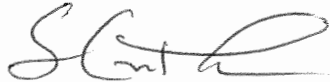
E. Supporting Documents

☒ Sample Course Rubric Attached (recommended) ☐ Sample Assessment Attached (required)

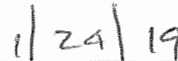
F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Sample Assessment

Write an essay on the theme of "The Information Age" or "Globalism."

Each essay should:

- define the theme and explain its characteristics.
- give specific examples from the Humanities (for example the visual arts, music, philosophy, architecture and design, science, et cetera) which exemplify the theme you are writing about.
- explain how this theme or movement is related to what came before it (in other words, other ideas, themes, eras or movements we have explored in this course) and in what ways it broke new intellectual or artistic ground.
- Connect the subject to one of the course's overarching areas of study (for example, visual arts, science, religion, music or philosophy).

Each essay MUST:

- be 3-5 pages double spaced.
- have a clear thesis (main point)/argument supported by examples.
- be proofread carefully for spelling, grammar and clarity of ideas.
- use complete sentences, complete paragraphs and a traditional essay form (including introductory and conclusion statements).
- properly cite all sources in the body of the text and in a bibliography even if you only use your textbook as a source.
- Reference at least one academic journal article or other academic publication.

This assignment addresses the following Learning Outcomes: #1, #2, #3, #4

This assignment addresses the following Essential Skills: Critical Thinking, Information & Digital Literacy.

Sample General Grading Rubric: Work is graded on the following criteria: correctness of answers/information, use of Humanities terms and vocabulary, demonstration of critical thinking, original ideas and analysis, mechanics (spelling and grammar as well as proper citations) and the use of examples to support your ideas

Grade	Expectations/Explanation
90-100/A	<ul style="list-style-type: none"> • Mostly free of mechanical or grammatical errors • Demonstrates critical thinking and critical engagement with material/concepts • Clearly expresses ideas and/or answers questions • Work is factually correct • All sources properly cited • Meets all assignment requirements • Shows creative and original thinking
80-89/B	<ul style="list-style-type: none"> • Mostly free of mechanical or grammatical errors • Demonstrates an active engagement with the material/concepts • Answers the questions posed or addresses topic • Work is factually correct • All sources are properly cited • Meets all assignment requirements
70-79/C	<ul style="list-style-type: none"> • Contains mechanical or grammatical errors that need to be addressed • Demonstrates a familiarity with the material/concepts • Answers the questions posed or addresses topic • Work is mostly factually correct • Sources are cited in some manner • Meets most of the assignment requirements
60-69/D	<ul style="list-style-type: none"> • Contains many mechanical or grammatical errors • Demonstrates a familiarity with the materials/concepts • Attempts to answer the questions posed or address topics • Work has some factual errors • Sources are not properly cited • Does not meet most of the assignment requirements
59 and Below/F	<ul style="list-style-type: none"> • Contains enough mechanical or grammatical errors to make meaning unclear • Does not demonstrate a solid familiarity or understanding of materials/concepts • Does not explicitly answer the questions or address the topic • Work has several factual errors • Sources are not cited • Work is plagiarized • Does not meet most of the assignment requirements

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	Philosophy, Humanities and Religion
Course Number, Title, Credits	PHIL 1115 Introduction to Philosophy
Co-requisite Course Number and Title, if any	Pre- or corequisite: Reading & Writing Skills 2
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	David Chavez, Full-Time Faculty
Email and Phone Number of Contact Person	<u>dchavez287@cnml.edu</u> 224-4000 ext. 52257

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☐ Communications ☐ Mathematics ☐ Science ☐ Social & Behavioral Sciences
☒ Humanities ☐ Creative & Fine Arts ☐ Other

Which essential skills will be addressed?

☐ Communication ☒ Critical Thinking ☒ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

PHIL 1115 Introduction to Philosophy

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:

1. Comprehend and differentiate between various philosophical approaches to questions within fields such as metaphysics, epistemology, ethics, and aesthetics. 2. Critically evaluate various philosophical arguments and positions. 3. Identity the differences that characterize the major subfields of philosophy.

Institution-specific Student Learning Outcomes
List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. <i>Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.</i>
In this box, provide a narrative that explains how the proposed course addresses the outcomes of the first essential skill. 200 – 300 words.

Critical Thinking. <i>Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion</i>
1) In doing the attached paper project, students delineate a problem or question by identifying, historically situating, and explaining the ongoing theoretical question (in the field of epistemology) of how to correctly analyze the definition and requirements for knowledge. In doing so, students address: the traditional answer to that question, a historically influential objection to the traditional answer, and proposals about how to revise the traditional answer in light of that objection.
2) Students identify and gather the information necessary to address the problem by (a) identifying the historical precedent for the traditional analysis of knowledge, (b) identifying and explaining the most prominent historical objection to the traditional analysis, and (c) analyzing—as a model—at least one existing example of how to fix or revise the traditional analysis.
3) Students evaluate evidence, proposals, and arguments for credibility and probable truth by employing various analytical tools introduced throughout the semester: (a) students use the logical concepts of validity and soundness to assess arguments; (b) student’s use the analytical tools of cases and counterexamples to test proposals and generalizations.
4) Relatedly, students develop conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation by: (a) providing arguments that as far as possible conform to the logical standards (introduced in the course) validity, soundness, strength, and cogency and (b) anticipating and responding to possible objections to their proposals.

Quantitative Reasoning. <i>Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models</i>
In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Personal & Social Responsibility. <i>Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global</i>
(1) In the ethics section of this course, students demonstrate intercultural reasoning and intercultural competence by: (a) explaining and analyzing different (and possibly conflicting) historical and cultural perspectives on moral value; (b) Explaining and critically evaluating the thesis of moral

relativism; (c) and considering possible ways of adjudicating, in a principled fashion, between conflicting moral theories and frameworks.

- (2) Students address sustainability and the natural and human worlds in some measure by: explaining and contrasting different moral frameworks vis-à-vis the use of animals by humans; and (b) explaining and critically evaluating a philosophical text (and argument) regarding the ethics of animal use in science, commercial agriculture, and other contexts.
- (3) Students demonstrate ethical reasoning by: (a) articulating and evaluating how well various ethical theories comparatively perform vis-à-vis intuitive questions about the extent of human ethical obligations to non-human animals; (b) applying the tools of logic to objectively evaluate a prominent argument for animal rights; and (c) developing their own conclusions and, to the extent possible, sound arguments on that topic.
- (4) In this course, students demonstrate awareness civic discourse, including problems that hinder progress by, among other things: (a) analyzing and evaluating different proposals about the norms we should abide by in discourse; (b) analyzing the criteria for a speech act to classify as lying or deceit, and articulating a principled definition of those two concepts; (c) developing a principled framework for differentiating between honest and dishonest discourse; and (d) developing a principled personal response to the question of what counts as incorrect assertion-making.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

- (1) In this course students recognize authority and value of information by: (a) accessing scholarly works to inform their writing, but (b) producing four substantive documents in which they must properly credit and cite all external sources of ideas, explanations, and quotations (a strict non-plagiarism policy is explained and enforced); and (b) students apply an appropriate citation style.
- (2) Students understand, communicate, create, and design in digital environments by: (a) constructing digital documents following appropriate styles and formatting; (b) communicate with instructor electronically following proper conventions; and (c) utilize Blackboard to access various course materials.
- (3) In the attached assignment (see also “Critical Thinking” above), students engage in an iterative process of inquiry that defines a problem or poses a question by: (a) Explaining and contextualizing a theoretical question; (b) explaining the traditional historical answer to that questions; (c) acknowledging and explaining powerful objections to the traditional answer; (d) considering, therefore, alternative proposals about how to answer the core questions; (e) subjecting the alternative proposals to analytical scrutiny; (f) developing a personal proposal about how to reframe or otherwise resolve the theoretical question.

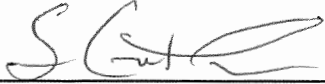
E. Supporting Documents

☐ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution’s General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer

1/24/19

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

This short critical response paper promotes, among others, these skills:

- Examine and comprehend technical discussions in closer detail
- Interpret sophisticated texts
- Logically analyze and evaluate arguments
- Articulate your thoughts in writing and produce your own arguments

This critical response paper is worth 10% of the grade for the class. The purpose of the guidelines below is to give you a very clear idea of how to structure your paper.

This analysis concerns Edmund Gettier's seminal epistemology paper "Is Justified, True Belief Knowledge?" His paper is remarkably short and influential. Gettier purports to give a counterexample to what we've identified as the "Traditional Definition" of knowledge. If his argument is correct, then his results are impressive: he has disproved a roughly two-thousand-year-old epistemological thesis. Analyzing Gettier's paper is an excellent exercise in logic and critical thinking.

Guidelines

Write a roughly 3 to 4-page paper in which you address the following:

1. Briefly introduce the topic you'll be discussing, including the author, the article title, and the significance of the topic.
2. In doing (1), you should define the "Traditional Definition" of knowledge and report what Gettier sets out to prove about it: what is his thesis?
3. At the bottom of the first page of his article, Gettier introduces two assumptions ("two points") which he thinks his readers will accept as true. What are they?
4. How does assumption (1) relate to *Case 1* of Gettier's paper? How does assumption (2) relate to *Case 1*?
5. Explain how Gettier purports to demonstrate his thesis with his example of *Case 1*. That is: How does Gettier use *Case 1* to prove his point about the Traditional Definition of knowledge?
6. Do you think Gettier succeeds in proving his main point? Justify your answer, meaning: if you think he fails, explain where his argument falls short; or if you think he success, state your reasons why.
7. In the paper Gettier tries to show, with a counterexample, that the Traditional definition of knowledge is inadequate: it fails to state a "sufficient condition" for knowledge. Do you think the Traditional Definition can be fixed in light of Gettier's counterexample? If so, explain how: How can it be revised? (What needs to be added to it?) Or, if you think it can't be fixed, explain why not—state your reasons for this.

View 1-7 as a to do list. Do each item on the list, and you're off to a great start! Make sure to explain yourself to the reader, define key terms when you think needed, and justify the claims you put forward, especially on points 6 and 7.

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	CHSS
Course Number, Title, Credits	RELG 1110, Living World Religion, 3 credits
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Jess Lionne, Faculty
Email and Phone Number of Contact Person	Jlionne@cnm.edu 224-4000 ext 50251

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☐ Communications ☐ Mathematics ☐ Science ☐ Social & Behavioral Sciences
☒ Humanities ☐ Creative & Fine Arts ☐ Other

Which essential skills will be addressed?

☐ Communication ☒ Critical Thinking ☒ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

RELG 1110, Living World Religion, 3 credits

List all learning outcomes that are shared between course sections at your institution.

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 knowledge of the origins, history, development and characteristics of each religion 2. Recognize and distinguish the beliefs, practices and features of each religion 3. Analyze various primary religious texts.

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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 the outcomes of the first essential skill. 200 – 300 words.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

This course addresses the Critical Thinking skill and specifics such as problem setting, evidence acquisition and evaluation, and reasoning/conclusion through varied assignments such as a primary sacred text essay with bibliography, religious service visit presentations, and consideration of contemporary issues in religion.

In the text essay students are required to formulate a research question and explicate the text in a way that answers the formulated question and evaluate context and themes. Bibliographic sources may include the textbook and secondary academic sources. Students are required to assess and generate interpretations based on academic rather than popular perspectives. Assessment requires students to set aside any pre-existing religious bias in favor of critical thinking. The conclusion of the essay must reflect an accurate reading of the text.

Basic academic methodology will be introduced at beginning of the course and implemented throughout. As the course progresses we apply this academic methodology to each content area. This gives students a model for approaching Religion in a way that fosters critical thinking.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 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*

This course introduces students to the living religions and cultures of the world. The course promotes intercultural competence by having students evaluate how the different religions address various issues such as gender and the role of women. Students are required to set aside preconceptions about the validity of different cultural beliefs and practices.

This course pays attention to the relationship between humanity and the natural world by comparing cultural and religious approaches to the natural world, and examining origin stories that pertain to nature and rituals that are

related to seasonal events.

Ethical issues covered in this course include: inclusivity and exclusivity in religious traditions, interreligious dialogue, tensions between traditional and evolving perspectives on gender and the derivation of personal moral norms from religious guidelines. An examination of religious law in different traditions is emphasized.

Instructors aim to build collaborative skills through a variety of group discussions, projects, etc.

Students are encouraged to share and recognize how important different perspectives are in global religions and cultures. In this course students develop an attitude of openness toward religions that are not their own.

All of these Essential Skills are assessed through a variety of methods such as writing assignments and presentations.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

In this course, Information and Digital Literacy is introduced and evaluated in a number of ways.

The assessments in this course require students to create an annotated bibliography and use accurate citations. Students are also taught to distinguish peer reviewed sources from broader internet sources.

Students are expected to demonstrate a familiarity and emerging comfort with technological tools commonly used in college settings. Students engage in presentation projects using audio and visual elements, use various online tools.

Students are encouraged to identify and use available information systems such as databases and academic journal collections in order to conduct research and work with primary and secondary sources.

In their Scriptural Analysis essay students are required to formulate a question and then use different research strategies to generate a reasonable solution to the question. This involves critical reading and thinking, evaluating sources, and the ability to synthesize information in a coherent manner.

E. Supporting Documents

☒ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

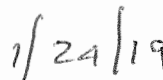
F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/general-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Sample Assessment: Primary Text Essay

Select one primary religious text to read and write about. Your paper should place the text in context (time, place, tradition, author(s) if any), describe the content and style (including original language), and discuss some of the themes found within. You may also want to pay attention to how the text is used (ie is it an object of study? A guide for prayer or ritual? Et cetera). Be sure to describe the history of text and analyze* the importance of the text for the community which reads, uses it.

- ✓ You may compare this text to another primary religious text but that comparison should only be done to make a larger point or describe the text
- ✓ You do not need to read the entire text you select, but you should read enough in order to be able to write about it in detail
- ✓ You should also read about the text. In other words, find a book or an article that analyzes or discusses your chosen text.
- ✓ This paper should be written in an academic, objective manner

Each paper must be three to four pages, printed, double spaced, using 12 font and proofread very carefully for spelling, grammar, mechanics as well as clarity of ideas. Any sources used must be properly cited in the body of the paper and correctly listed at the end of the paper. Be sure to have general introduction and conclusion paragraphs and strive for a comprehensive and cohesive paper. See me as soon as possible with questions or concerns.

Possible texts:

- ✓ *Tao-de-Ching* (Chinese religion)
- ✓ *The Bhagavad-Gita* (Hinduism)
- ✓ *Dhamapada* (Buddhism)
- ✓ *Book of Exodus* (Judaism---be sure to use a Jewish translation)
- ✓ *Gospel According to John* (Christianity)
- ✓ *Qur'an* surahs (Islam)
- ✓ *The Angas* (Jainism)
- ✓ *The Kojiki* (Shinto)
- ✓ *The Adi Granth* (Sikhism)

This assignment addresses the following Course Objectives: #1 (origins, history, characteristics), #3 (primary religious text) as well as the following Essential Skills: Critical Thinking.

Analysis is an examination and evaluation of an idea/information/concept in an attempt to understand it deeply and to discover connections and relationships between parts of the idea/information/concept

Religion 1110 Sample Rubric for Primary Text Essay

Grade	Expectations/Explanation
90-100/A	<ul style="list-style-type: none"> • Mostly free of mechanical or grammatical errors • Demonstrates critical thinking and critical engagement with text • Work is supported by credible/reliable evidence • Clearly expresses ideas and/or answers questions • Work is factually correct • All sources properly cited • Meets all specific assignment requirements • Shows creative and original thinking
80-89/B	<ul style="list-style-type: none"> • Mostly free of mechanical or grammatical errors • Demonstrates some critical thinking and an active or appropriate engagement with the text • Work is supported by credible/reliable evidence • Answers the questions posed or addresses topic • Work is factually correct • All sources are properly cited • Meets all assignment requirements
70-79/C	<ul style="list-style-type: none"> • Contains mechanical or grammatical errors that need to be addressed • Demonstrates a familiarity with the text • Answers the questions posed or addresses topic • Work is mostly factually correct • Sources are cited in some manner • Meets most of the assignment requirements
60-69/D	<ul style="list-style-type: none"> • Contains many mechanical or grammatical errors • Demonstrates a familiarity with the text • Attempts to answer the questions posed or address topics • Work has some factual errors • Sources are not properly cited • Does not meet most of the assignment requirements
59 and Below/F	<ul style="list-style-type: none"> • Contains enough mechanical or grammatical errors to make meaning unclear • Does not demonstrate a solid familiarity or understanding of text • Does not explicitly answer the questions or address the topic • Work has several factual errors • Sources are not cited • Work is plagiarized • Does not meet most of the assignment requirements

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
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DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	CHSS
Course Number, Title, Credits	RELG 1120, Introduction to The Bible, 3 credits
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Sarah Egelman, Faculty
Email and Phone Number of Contact Person	segelman@cnm.edu, 224-4000 ext 50537

Was this course previously part of the general education curriculum?

☐ Yes ☒ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☐ Communications ☐ Mathematics ☐ Science ☐ Social & Behavioral Sciences
☒ Humanities ☐ Creative & Fine Arts ☐ Other

Which essential skills will be addressed?

☐ Communication ☒ Critical Thinking ☒ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

RELG 1120

List all learning outcomes that are shared between course sections at your institution.

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 knowledge of the context for the composition of Biblical texts. 2. Analyze Biblical texts and identify major characters and themes. 3. Demonstrate knowledge of the use and interpretation of

Biblical texts in various religious traditions. 4. Choose and apply appropriate academic methods as applied to Biblical interpretation.

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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 the outcomes of the first essential skill. 200 – 300 words.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

This course addresses the Critical Thinking skill and specifics such as problem setting, evidence acquisition and evaluation, and reasoning/conclusion through varied assignments in which students engage in analysis of primary sacred texts. Students will read various primary biblical scriptures and place them in context, formulating both questions and cogent answers about the material. Basic academic methodology will be introduced at beginning of the course and implemented throughout. This gives students a model for approaching Religion in a way that fosters critical thinking as well as the tools for studying the Bible academically.

In a research paper or essay students are required to formulate a research question and explicate the text/materials in a way that answers the formulated question, and evaluates context and themes found therein. Bibliographic sources may include the textbook and secondary academic sources. Students are required to assess and generate interpretations based on academic rather than popular perspectives as well as to discuss academically accepted theories about the scriptures. Assessment requires students to set aside any pre-existing religious bias in favor of critical thinking. The conclusion of the essay must reflect an accurate and objective reading of the text.

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 the outcomes of the third essential skill. 200 – 300 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*

This course introduces students to the academic study of the Bible. It provides both an overview of the Biblical texts themselves as well as the context in which there were composed. It promotes intercultural competence by having students evaluate how the different religious communities, across time and place, have read and used the texts. Students are required to set aside preconceptions about the validity of different cultural beliefs and practices. Students are encouraged to share and recognize how important different perspectives are in global and historical

traditions which use the Bible and to develop an attitude of openness toward religions and readings that are not their own.

Students will make critical inquiries of the Biblical texts and support conclusions based on both evidence and on cultural and historical factors that have influenced the text and its functionality in various communities. Attention is paid to issues such as social justice, ethnocentrism, cultural relationships, community and individual dogma and interpretation and the important cultural, historic, and person impact of the Bible.

Instructors aim to build collaborative skills through a variety of group discussions and projects and individual assessments such as papers, presentations, exams, etc. Civil, objective and informed dialogue is promoted.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

In this course, Information and Digital Literacy is introduced and evaluated in a number of ways.

The assessments in this course require students to create an annotated bibliography and use accurate citations. Students are also taught to distinguish peer reviewed sources from broader internet sources or "insider perspective" religious sources.

Students are expected to demonstrate a familiarity and emerging comfort with technological tools commonly used in college settings. Students engage in presentation projects using audio and visual elements, use various online tools.

Students are encouraged to identify and use available information systems such as databases and academic journal collections in order to conduct research and work with primary and secondary sources.

In their research papers and essays, students are required to formulate a question and then use different research strategies to generate a reasonable solution to the question. This involves critical reading and thinking, evaluating sources, and the ability to synthesize information in a coherent manner.

E. Supporting Documents

☒ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

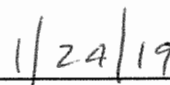
F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/generated-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐Approved ☐Denied

If denied, rationale:

Institution Notified on _____
Date

Sample Assessment: Biblical Text Essay for Religion 1120

Select one text from an approved Bible translation that we are not reading together in class. Your paper should place the text in context (time, place, tradition, author(s) if any), describe the content and style (including original language), and discuss some of the themes found within. You may also want to pay attention to how the text is used in a particular tradition/community (ie is it an object of study? A guide for prayer or ritual? Et cetera). Be sure to describe the history of text and analyze* the importance of the text for the community which reads, uses it.

- ✓ You may compare this text to another primary religious text but that comparison should only be done to make a larger point or describe the text
- ✓ You should also read about the text. In other words, find a book or an article that analyzes or discusses your chosen text.
- ✓ This paper should be written in an academic, objective manner

Each paper must be three to four pages, printed, double spaced, using 12 font and proofread very carefully for spelling, grammar, mechanics as well as clarity of ideas. Any sources used must be properly cited in the body of the paper and correctly listed at the end of the paper. Be sure to have general introduction and conclusion paragraphs and strive for a comprehensive and cohesive paper. See me as soon as possible with questions or concerns.

Religion 1120 Sample Rubric for Research Papers

Grade	Expectations/Explanation
90-100/A	<ul style="list-style-type: none"> • Mostly free of mechanical or grammatical errors • Demonstrates critical thinking and critical engagement with text • Work is supported by credible/reliable evidence • Clearly expresses ideas and/or answers questions • Work is factually correct • All sources properly cited • Meets all specific assignment requirements • Shows creative and original thinking
80-89/B	<ul style="list-style-type: none"> • Mostly free of mechanical or grammatical errors • Demonstrates some critical thinking and an active or appropriate engagement with the text • Work is supported by credible/reliable evidence • Answers the questions posed or addresses topic • Work is factually correct • All sources are properly cited • Meets all assignment requirements
70-79/C	<ul style="list-style-type: none"> • Contains mechanical or grammatical errors that need to be addressed • Demonstrates a familiarity with the text • Answers the questions posed or addresses topic • Work is mostly factually correct • Sources are cited in some manner • Meets most of the assignment requirements
60-69/D	<ul style="list-style-type: none"> • Contains many mechanical or grammatical errors • Demonstrates a familiarity with the text • Attempts to answer the questions posed or address topics • Work has some factual errors • Sources are not properly cited • Does not meet most of the assignment requirements
59 and Below/F	<ul style="list-style-type: none"> • Contains enough mechanical or grammatical errors to make meaning unclear • Does not demonstrate a solid familiarity or understanding of text • Does not explicitly answer the questions or address the topic • Work has several factual errors • Sources are not cited • Work is plagiarized • Does not meet most of the assignment requirements

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	CHSS
Course Number, Title, Credits	RELG 2110, Eastern Religions, 3 credits
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Jess Lionne, Faculty
Email and Phone Number of Contact Person	jlionne@cnm.edu (505) 224 4000

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☐ Communications ☐ Mathematics ☐ Science ☐ Social & Behavioral Sciences
☒ Humanities ☐ Creative & Fine Arts ☐ Other

Which essential skills will be addressed?

☐ Communication ☒ Critical Thinking ☒ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

RELG 2110, Eastern Religions

List all learning outcomes that are shared between course sections at your institution.

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 knowledge of the origins, history, development, and characteristics of

each religion 2. Students will be able to identify and explain the beliefs and practices of each religion.
3. Analyze various primary religious texts.

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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 the outcomes of the first essential skill. 200 – 300 words.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

This course addresses the Critical Thinking skill and specifics such as problem setting, evidence acquisition and evaluation, and reasoning/conclusion through varied assignments such as a primary text analysis paper, response papers which consider contemporary issues related to eastern religions, and religious service presentations.

Basic academic methodology will be introduced at the beginning of the course and implemented throughout. As the course progresses this methodology is applied to each content area, which gives students a model for approaching religion in a way that fosters critical thinking and a template for research and writing assignments.

In the primary text analysis paper, students are required to analyze a primary text by identifying key themes in the text and analyzing these themes. Students must conduct research and critical reading to present a cogent and objective essay supported by credible evidence and sources. Students will be encouraged to identify a variety of perspectives in order to inform their work but also seek to differentiate fact from religious opinion or insider perspective and assess the authority and credibility of the sources they choose. Students are required to assess and generate ideas/arguments based on academic, rather than personal perspectives and should set aside any pre-existing bias about Eastern religions and cultures in favor of critical thinking. Bibliographic sources should include primary and secondary sources.

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 the outcomes of the third essential skill. 200 – 300 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*

This course offers students an examination of the academic study of religion in general and an exploration of the Eastern religions specifically. The course promotes intercultural competence by having students evaluate how different religions address various social justice or personal issues such as gender and the role of women. Multiple issues and perspectives are considered and evaluated. Students are required to set aside preconceptions about the

validity of various cultural beliefs and practices in order to think critically about religion and civic discourse.

The course pays attention to Intercultural reasoning and competence as well as ethical reasoning through examinations of the connections between religious communities and issues of social justice and civic knowledge (both global and local). This includes an examination of inclusivity and exclusivity in Eastern religious traditions, Western appropriations of Eastern practices, and perspectives on identity.

Instructors aim to build collaborative skills as students work on skills related to personal and social responsibility through a variety of methods and assessments including group work and discussions that foster teamwork, team presentations on art, music, and culture related to Eastern religions, and essays that seek to examine and incorporate multiple perspectives.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

In this course, Information and Digital Literacy is introduced, promoted, and evaluated in a number of ways in order to promote competent work in digital environments, to encourage solid research skills, and to learn to recognize, select and use valuable, credible and authoritative information.

The assessments in this course require students to create annotated bibliographies, use accurate citations, and conduct research to complete assignments. Students are also taught to distinguish peer reviewed and academic sources from broader internet and popular sources.

Students are expected to demonstrate a familiarity and emerging comfort with technological tools commonly used in college (and professional) settings. Students engage in presentation projects using audio and visual elements, and various online tools.

Students are encouraged to identify and use available information systems such as databases and academic journal collections in order to conduct research and work with both primary and secondary sources.

In their textual analysis papers, students are required to identify key themes in the text and then use different research strategies to generate reasonable, cogent, and credible analyses of these themes. This involves critical reading and thinking, evaluating sources, and the ability to synthesize information in a coherent manner.

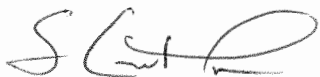
E. Supporting Documents

☐ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required) see last page of this document.

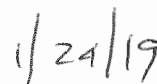
F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Rlgn 2110 Primary Text Analysis Assignment

- ✓ Your paper should place the text in context (time, place, tradition, author), describe the content and style (including original language), and discuss some of the themes found within.
- ✓ Read the entire text at least twice. Make notes, underline key points and themes that interest you, and identify areas that need clarification.
- ✓ Identify and read some secondary source material about the text. Your textbook is a good starting place; however, you will also need to use other academic sources (e.g. academic journals).
- ✓ Choose 2-3 key themes in the text to analyze (e.g., in the *Bhagavad Gita*, action without attachment and devotion to Krishna as a means of salvation).
- ✓ **Explain and analyze** these themes in the body paragraphs of your essay. A good explanation interprets the text accurately in a way that reflects understanding of the concepts and their historical and social context.
- ✓ This paper should be written in an academic, objective manner.
- ✓ Each paper must be three to four pages, printed, double-spaced, using 12 point font and proofread very carefully for spelling, grammar, mechanics as well as clarity of ideas. Any sources used must be properly cited in the body of the paper and correctly listed at the end of the paper. Be sure to have general introduction and conclusion paragraphs and strive for a comprehensive and cohesive paper. See me as soon as possible with questions or concerns.

Learning Outcomes:

This assignment aligns with both Student Learning Outcomes as well as the Essential Skills of Critical Thinking and Information & Digital Literacy.

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	CHSS
Course Number, Title, Credits	RLGN 2120, Western Religions, 3 credits
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Sarah Egelman, Faculty
Email and Phone Number of Contact Person	segelman@cnm.edu , 224-4000 ext 50537

Was this course previously part of the general education curriculum?

☐ Yes ☒ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☐ Communications ☐ Mathematics ☐ Science ☐ Social & Behavioral Sciences
☒ Humanities ☐ Creative & Fine Arts ☐ Other

Which essential skills will be addressed?

☐ Communication ☒ Critical Thinking ☒ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

Religion 2120, Western Religions

List all learning outcomes that are shared between course sections at your institution.

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 knowledge of histories, belief systems, practices, etc, of major Western religions, and of how these traditions have influenced different societies.
2. Students will demonstrate critical skills in interpretation, discussion, and in composing creative, analytical and/or objective responses to material.

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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 the outcomes of the first essential skill. 200 – 300 words.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

This course addresses the Critical Thinking skill and specifics such as problem setting, evidence acquisition and evaluation, and reasoning/conclusion through varied assignments such as a topical research paper, response papers which consider contemporary issues in religion, primary text essays, and religious service presentations.

Basic academic methodology will be introduced at the beginning of the course and implemented throughout. As the course progresses this methodology is applied to each content area. This gives students a model for approaching religion in a way that fosters critical thinking and a template for research and writing assignments.

In the topical research paper, students are required to formulate a research question regarding the study of religion, conduct research and critical reading of research to address or answer the question, and present a cogent and objective final paper supported by credible evidence and sources. Students will be encouraged to identify a variety of perspectives in order to inform their work but also seek to differentiate fact from religious opinion or insider perspective and assess the authority and credibility of the sources they choose. Students are required to assess and generate ideas/arguments based on academic, rather than personal perspectives and should set aside any pre-existing religious bias in favor of critical thinking. Bibliographic sources should include primary and secondary sources.

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 the outcomes of the third essential skill. 200 – 300 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*

This course offers students an examination of the academic study of religion in general and an exploration of the Western religions specifically. The course promotes intercultural competence by having students evaluate how

different religions address various social justice or personal issues such as gender and the role of women. Multiple issues and perspectives are considered and evaluated. Students are required to set aside preconceptions about the validity of various cultural beliefs and practices in order to think critically about religion and about civic discourse.

The course pays attention to Intercultural reasoning and competence as well as ethical reasoning through examinations of the connections between religious communities and issues of social justice and civic knowledge (both global and local). This includes an examination of inclusivity and exclusivity in religious traditions, interreligious dialogue, perspectives on identity, and religious law. Students are encouraged to develop an attitude of openness toward religions not their own.

Instructors aim to build collaborative skills as students work on skills related to personal and social responsibility through a variety of methods and assessments including group work and discussions that foster teamwork, case studies, and essays that seek to examine and incorporate multiple perspectives.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

In this course, Information and Digital Literacy is introduced, promoted, and evaluated in a number of ways in order to promote competent work in digital environments, to encourage solid research skills, and to learn to recognize, select and use valuable, credible and authoritative information.

The assessments in this course require students to create annotated bibliographies, use accurate citations, and conduct research to complete assignments. Students are also taught to distinguish peer reviewed and academic sources from broader internet and popular sources.

Students are expected to demonstrate a familiarity and emerging comfort with technological tools commonly used in college (and professional) settings. Students engage in presentation projects using audio and visual elements, and various online tools.

Students are encouraged to identify and use available information systems such as databases and academic journal collections in order to conduct research and work with both primary and secondary sources.

In their topical research paper, students are required to formulate a question or thesis and then use different research strategies to generate reasonable, cogent, and credible responses to the question. This involves critical reading and thinking, evaluating sources, and the ability to synthesize information in a coherent manner.

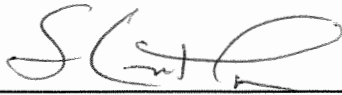
E. Supporting Documents

☐ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required) see last page of this document.

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer

1/24/19

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

2120 (Western Religion) Topical Research Paper Guidelines

Assignment:

In this paper you will explore a topic of interest to you relevant to the class and to the academic study of Western Religions. You need make a main point (thesis) and support it with evidence and/or convincing argumentation. You need to give background/general information on your subject and be sure to use the vocabulary and methodology presented in the course to explain and support your ideas.

You will first turn in a thesis paragraph with your main ideas then a rough draft and final copy separately. Please see syllabus for due dates. For help with writing see the instructor and/or the tutors available at CNM.

(http://cnm.edu/depts/ace/ACE_Tutoring_Home.php)

Topics:

There are a variety of ways to approach this assignment. Some ideas include:

- 1) Write about a western religion we are not covering. This paper should include historical information as well as an examination of ritual, myth/text, community structure/identity, and/or belief system.
- 2) Write about a specific area within one of the religions we are covering (such as a ritual or holiday, art or music).
- 3) Write a brief critical biography of a religious figure.
- 4) Write a paper comparing or contrasting something two or three religions share (for example birth or death rituals, creation myths, et cetera).
- 5) Attend a ritual or service of a religion not your own. What do you observe? What does it tell you about the religion? What is the meaning behind it?
- 6) Be creative: write a paper about what really interests you such as religious art or music (see me before you get too far!).

Mechanics:

- 1) 6-8 pages in length.
- 2) 12 font, double spaced.
- 3) At least three objective, academic sources. All sources must be properly cited.
- 4) Must include a bibliography with title, author, publisher, city and date.
- 5) All work must be submitted electronically via Blackboard.

Composition:

- 1) proofread carefully; check for spelling and grammar as well as sentence flow and structure
- 2) make sure you cite all sources in the body of the text, even when you are paraphrasing
- 3) be detailed and specific in your explanations; be sure you have reliable sources and reasonable conclusions
- 4) this paper should focus on your ideas yet it needs to be critical, objective and of course, respectful of the subject.

Learning Outcomes:

This assignment aligns with both Student Learning Outcomes as well as the Essential Skills of Critical Thinking and Information & Digital Literacy.

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	CHSS
Course Number, Title, Credits	RELG 2135, Ancient Religions, 3 credits
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Jess Lionne, Faculty
Email and Phone Number of Contact Person	jlionne@cnm.edu (505) 224 4000

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☐ Communications ☐ Mathematics ☐ Science ☐ Social & Behavioral Sciences
☒ Humanities ☐ Creative & Fine Arts ☐ Other

Which essential skills will be addressed?

☐ Communication ☒ Critical Thinking ☒ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

RELG 2135, Ancient Religions

List all learning outcomes that are shared between course sections at your institution.

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 major religious movements of the ancient world. 2. Contrast and compare the various ancient religions.3. Describe the pantheons of the religions of the ancient world. 4. Define major terms in ancient religion, such as animism. 5. Analyze primary texts from ancient sources on religion.

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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 the outcomes of the first essential skill. 200 – 300 words.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

This course addresses the Critical Thinking skill and specifics such as problem setting, evidence acquisition and evaluation, and reasoning/conclusion through varied assignments such as topical research papers, primary text essays, response papers, and presentations.

Basic academic methodology will be introduced at the beginning of the course and implemented throughout. As the course progresses this methodology is applied to each content area. This gives students a model for approaching religion in a way that fosters critical thinking and a template for research and writing assignments.

In the topical research paper, students are required to formulate a research question regarding the study of an ancient religion, conduct research and critical reading of research to address or answer the question, and present a cogent and objective final paper supported by credible evidence and sources. Students will be encouraged to identify a variety of perspectives in order to inform their work but also seek to differentiate fact from religious opinion or insider perspective and assess the authority and credibility of the sources they choose. Students are required to assess and generate ideas/arguments based on academic, rather than personal perspectives and should set aside any pre-existing religious bias in favor of critical thinking. Bibliographic sources should include primary and secondary sources.

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 the outcomes of the third essential skill. 200 – 300 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*

This course offers students an examination of the academic study of religion in general and an exploration of the Ancient religions specifically. The course promotes intercultural incompetence by offering students the opportunity to link the ways in which ancient religions address various social justice or personal issues such as gender and the

role of women to modern religious perspectives. Multiple issues and perspectives are considered and evaluated. Students study the underpinnings of civic society and discourse in the ancient world in order to understand the origins of modern social and political structures. Students examine reverence for nature in ancient religions and the value placed on sustainability in ancient cultures. Students are required to set aside preconceptions about the validity of various cultural beliefs and practices in order to think critically about religion and civic discourse.

The course pays attention to Intercultural reasoning and competence as well as ethical reasoning through examinations of the connections between ancient religious communities and issues of social justice and civic knowledge. This includes an examination of inclusivity and exclusivity in ancient religious traditions, interreligious dialogue, perspectives on identity, and religious law.

Instructors aim to build collaborative skills as students work on skills related to personal and social responsibility through a variety of methods and assessments including group work and discussions that foster teamwork, case studies, and essays that seek to examine and incorporate multiple perspectives.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

In this course, Information and Digital Literacy is introduced, promoted, and evaluated in a number of ways in order to promote competent work in digital environments, to encourage solid research skills, and to learn to recognize, select and use valuable, credible and authoritative information.

The assessments in this course require students to create annotated bibliographies, use accurate citations, and conduct research to complete assignments. Students are also taught to distinguish peer reviewed and academic sources from broader internet and popular sources.

Students are expected to demonstrate a familiarity and emerging comfort with technological tools commonly used in college (and professional) settings. Students engage in presentation projects using audio and visual elements, and various online tools.

Students are encouraged to identify and use available information systems such as databases and academic journal collections in order to conduct research and work with both primary and secondary sources.

In their topical research paper, students are required to formulate a question or thesis and then use different research strategies to generate reasonable, cogent, and credible responses to the question. This involves critical reading and thinking, evaluating sources, and the ability to synthesize information in a coherent manner.


E. Supporting Documents

☐ **Sample Course Rubric Attached** (recommended) ☒ **Sample Assessment Attached** (required) see last page of this document.

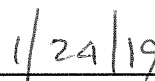
F. Assessment Plan (Must be on file with HED by August 1, 2019)

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This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Rlgn 2135 Primary Text Analysis Essay

Select one primary religious text to read and write about. Your paper should place the text in context (time, place, tradition, author(s) if any), describe the content and style (including original language), and discuss some of the themes found within. You may also want to pay attention to how the text is used (ie is it an object of study? A guide for prayer or ritual? Et cetera). Be sure to describe the history of text and analyze* the importance of the text for the community which reads, uses it.

- ✓ You may compare this text to another primary religious text but that comparison should only be done to make a larger point or describe the text.
- ✓ You do not need to read the entire text you select, but you should read enough in order to be able to write about it in detail.
- ✓ You should also read about the text. In other words, find a book or an article that analyzes or discusses your chosen text.
- ✓ This paper should be written in an academic, objective manner.

Each paper must be three to four pages, printed, double spaced, using 12 point font and proofread very carefully for spelling, grammar, mechanics as well as clarity of ideas. Any sources used must be properly cited in the body of the paper and correctly listed at the end of the paper. Be sure to have general introduction and conclusion paragraphs and strive for a comprehensive and cohesive paper. See me as soon as possible with questions or concerns.

Possible texts:

- ✓ *Egyptian Book of the Dead*
- ✓ *Gilgamesh*
- ✓ *Popul Vuh*
- ✓ Greco-Roman texts such as the *Socratic Dialogues*, *The Meditations of Marcus Aurelius*, or one of the plays of Aristophanes or Euripides.

This assignment addresses the following Learning Outcomes: #2, #5, as well as the following Essential Skills: Critical Thinking.

*Analysis is an examination and evaluation of an idea/information/concept in an attempt to understand it deeply and to discover connections and relationships between parts of the idea/information/concept.

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	San Juan College
Department	School of Humanities
Course Number, Title, Credits	FYEX 1110
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	No.
Name and Title of Contact Person	John Boggs, Dean School of Humanities
Email and Phone Number of Contact Person	Boggsj@sanjuancollege.edu. 505-566-3693

Was this course previously part of the general education curriculum?

☐ Yes ☒ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☒ AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☐ Communications ☐ Mathematics ☐ Science ☐ Social & Behavioral Sciences
☒ Humanities ☐ Creative & Fine Arts ☐ Other

Which essential skills will be addressed?

☐ Communication ☒ Critical Thinking ☒ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

FYEX 1110

List all learning outcomes that are shared between course sections at your institution.

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. Recognize the ways in which s/he is responsible for her/his own experience in education.
2. Identify, locate, and utilize available campus resources essential for academic success.

3. Create long- and short-term goals associated with student success and career planning.
4. Implement time management techniques to organize the semester's workload.
5. Develop strategies to use individual strengths to succeed and reflect upon coursework and course progress in multiple classes to alter academic behaviors and create deeper meaning and learning.
6. Apply the skills essential for analyzing and solving problems in her/his academic, professional, and personal life, which may include financial literacy and wellness management.
7. Develop and apply essential skills such as reading, taking notes, studying, memorizing, taking tests, and self-management skills necessary for college success.
8. Identify and revise self-defeating patterns of behavior, thought, and emotion as well as unconscious limiting beliefs.
9. Develop supportive relationships with members of the campus community.
10. Develop essential reading, writing, and critical thinking skills used in study and in research.
11. Demonstrate understanding of how to use the computer for academic purposes, including learning management systems, email communications, research databases, degree audit, and other online resources.

Institution-specific Student Learning Outcomes

1. Develop self-awareness and life skills that increase success in college and beyond
 - a. Accept SELF-RESPONSIBILITY, seeing themselves as the primary cause of their outcomes and experiences.
 - b. Discover SELF-MOTIVATION, finding purpose in their lives by discovering personally meaningful goals and dreams
 - c. Master SELF-MANAGEMENT, consistently planning and taking purposeful actions in pursuit of their goals and dreams.
 - d. Employ INTERDEPENDENCE, building mutually supportive relationships that help them achieve their goals and dreams (while helping others to do the same).
 - e. Gain SELF-AWARENESS, consciously employing behaviors, beliefs, and attitudes that keep them on course.
 - f. Adopt LIFE-LONG LEARNING, finding valuable lessons and wisdom in nearly every experience they have.
 - g. Develop EMOTIONAL INTELLIGENCE, effectively managing their emotions in support of their goals and dreams.
 - h. BELIEVE IN THEMSELVES, seeing themselves capable, lovable, and unconditionally worthy as human beings.
2. Develop and apply various academic skills such as:
 - a. Study and test taking strategies
 - b. Note taking strategies
 - c. Collaborative learning principles
 - d. Critical thinking skills
 - e. Time management principles
 - f. Campus resource utilization
3. Evaluate talents and interests to seek a major as part of a larger career plan
 - a. Examine and clarify personal values
 - b. Research majors and careers
 - c. Create specific goals for college and beyond

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

FYEX 1110 is a critical thinking course. Students identify problems and challenges in their academic, work and personal lives such as time management, limiting beliefs, fear of failure, test anxiety, procrastination, lack of personal organization systems, etc. Then they gather evidence about their challenges through a process of guided self-reflection and exposure to specific success strategies provided from the textbook, lecture, class discussions, peer discussion, web research etc. For example, one of the career exploration assignments students complete is to research careers in their chosen career pathway (e.g., Arts, Communication, and Humanities; Health Science; etc.) by identifying a minimum of three college-research level sources online and in print. Students then write a college-level essay relating data and personal reflection on employability, salaries, educational requirements, job/employee satisfaction indices, etc. (see attached assessment and rubric). This particular assessment conveys student mastery-level of Self-Responsibility, Motivation, Self-Management, and Emotional Intelligence by demonstrating thoughtful evaluation of career options and fit for the students' career goals. Students evaluate these strategies and tools, picking the ones they believe have the highest chance of success for them in their personal, academic, and professional pursuits. The success strategies are then implemented, evaluated, and reflected upon through a variety of course assignments, such as the personal reflection journal, the 32 day commitment, the final capstone project, etc. For instance, some students choose to utilize the 32 day commitment journal to improve their financial and budgeting outcomes in their personal lives. This assessment demonstrates Personal and Social Responsibility (i.e., citizens with good financial management skills are often less burdensome to society); Self-Management; Interdependence; Self-Awareness, and Lifelong Learning (i.e., they learn to evaluate their financial circumstances at various stages of life).

Other weekly assessments of Critical Thinking include: quizzes, exams, Academic Skills Plans (demonstrate mastery of the Wise Choice Process = Critical Thinking), journal entries (demonstrating critical reflection), and class discussions. Our exit data shows that improving students' ability to think critically about their lives and choices increases their self-esteem (increased Belief in Themselves), persistence to next semester, and overall GPA.

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 the outcomes of the third essential skill. 200 – 300 words.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaborative skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

Personal and social responsibility are the very heart of FYEX 1100. The foundational unit of our course is titled “Accepting Personal Responsibility.” It provides a deep dive into the psychology of human interactions and how many people use blame and self-criticism to avoid taking the right level of responsibility for the choices and outcomes in their lives. Next, we help students cultivate an empowered mindset where they see themselves as the creator of their lives, fully responsible for their choices and how those choices impact themselves and others. In a subsequent unit entitled “Employing Interdependence” we delve into the power of social connection, giving students tools to create healthier relationships with themselves, their friends, family, coworkers, and greater community. This entire process is driven by creating a deep sense of classroom community, where students practice these skills through frequent active learning activities, discussion, and collaboration with their peers.

One example of assessing personal and social responsibility is the career exploration research and essay, as students learn to evaluate their own goals compared with potential employment opportunities, and reflect on the data to make informed decisions. Some students choose to participate in service-learning projects, which provides both college-level learning and civic engagement. Some FYEX 1110 faculty require service-learning; others have it as an option.

Other weekly assessments of Personal and Social Responsibility include: submitting journals and quizzes on time each week, demonstrating having read the required materials ahead of time by thoughtful and respectful contributions during class discussions (online or in the classroom). Faculty require students to attend a certain number (3-4) campus or community events that might include social justice lectures or activities; most FYEX 1110 faculty use the common reading book selected for the academic year, as part of the One Book/One Community project, which always has a social-justice theme. Assessments of the One Book element includes topical essays, discussions, classroom presentations, or a poster presentation at the One Book/One Community conference each semester.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

The HED’s Information & Digital Literacy rubric states that courses “should begin to prepare students for upper division college courses, the workplace, and civic life.” These are the central goals of FYEX 1110.

For example, the Wise Choices Process assignment focuses on gathering information and evaluating the usefulness and quality of one’s research. In this assignment students use a six-step process that begins with defining a problem or dilemma in their life. Step 2 is about clarifying goals and desired outcomes. In step 3 students brainstorm their options for research and information gathering, choosing the forms most appropriate for their dilemma and situation. Step 4 focuses on the decision making and critical thinking skills discussed in the previous section. Specifically, students are taught how to use a structure that helps them meaningfully evaluate the quality of the information and options their research produced. In steps 5 and 6 they reflect, crystalizing what they learned about the process of research, evaluation, making choices, and ultimately solving real life problems.

Using the Wise Choice Process practiced throughout the course, students research college-level source

material pertaining to careers in their self-identified career pathway (e.g., Trades and Technology; Business and Entrepreneurship; etc.). Students use the college library and interact with reference librarians to identify appropriate college-level sources, using online databases, search engines, etc. For example, students utilize online job databases such as OO-Net and the Bureau of Labor and Statistics website to obtain real-time or near-current data.

In addition, digital literacy is a foundational skill interwoven throughout the course. All weekly assignments are provided and submitted through the college's Learning Management System (LMS)- Canvas and require the use of Microsoft Word, PowerPoint, and other software. Feedback is provided to the student via Canvas. Although this may seem basic, because this course is mandatory for degree- and most certificate-seeking students during the first semester, many non-traditional students lack these computer skills. Thus, the course builds in foundational support and digital instruction essential for their college journey. This type of assessment encourages Lifelong Learning, Self-Management, and Self-Responsibility as students demonstrate organized research skills, and adhering to specified timelines and due dates.

E. Supporting Documents

☒ **Sample Course Rubric Attached** (recommended) ☒ **Sample Assessment Attached** (required)

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan [Click here to enter text.](#)

San Juan College's Assessment Team is currently updating our processes to even more closely align with the State's new Gen Ed practices. Therefore, this section will cover our historic processes.

For the past seven years we have assessed our General Education courses using a list of six campus wide Common Student Learning Outcomes (CSLOs). Each year our Institutional Research department would randomly select Gen Ed courses. The chosen instructors would identify one of the CSLOs that aligns with their course and then submit actual student work as artifacts. These artifacts would have all identifying information removed, and then be reviewed by a team of faculty members who evaluates them using a rubric specifically designed for that CSLO. These scores are then amalgamated and analyzed on an institutional level, where they are compared to data from previous years in order to guide macro level decision making.

SJC also uses a second layer of assessment, where every instructor fills out an annual Effective Teaching Assessment Plan (ETA Plan) for their course(s). The goal of this process is to identify areas of the course to be evaluated, map artifacts to a CSLO, assess student learning, and then analyze the results to further improve the course. Unlike the process outlined in the paragraph above, this assessment is executed by the Instructor themselves, not a team of unbiased faculty. The emphasis is on providing data regarding student learning outcomes that guides the Instructor in their continual process of course improvement.

This course meets institutional standards for general education.

Adrianne L. Smith
Signature of Chief Academic Officer

1-25-2019
Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Tell Your Story

All semester long we've been reading One Students' Stories about how this class impacted peoples' lives. Now it's your turn to tell your story.

When telling your story I'd encourage you to consider questions like:

- What *On Course* principles and/or lesson(s) had the biggest impact on you? How did you apply them to your life? Please tell a specific story or example.
- Has your mindset changed about school and/or life? How so? What specific examples can you point to?
- Have your actions changed regarding school and/or life? How so? What specific examples can you point to?

On the other hand, some students go through the entire semester and realize that this class has not had an impact on them. That nothing has changed. That's ok. **Please don't make up things or exaggerate for this essay. That would be a waste of your time.** Instead, if you're feeling this way I'd encourage your essay to address questions like:

- What habits and/or beliefs do you already possess that are contributing to your success? Please give specific examples by telling a story or two. Celebrate yourself here.
- Is there a change you want to adopt but did not, or only partially adopted? What? Why is this? What's holding you back? What specific actions could you do in the next three months to work on this?
- Do you even want to change your mindset, beliefs, and/or actions? Why not?

In the end, the most important part of telling your story is **making it meaningful to you**. Be honest and true to yourself. Write from the heart. Don't make things up. Don't fluff. Don't write what you think I want to read.

Don't try and address all of these bullet questions. Instead, focus on just one bullet or two. Students who get the most out of this essay tend to keep a narrow focus on just one question/bullet and go deep with it.

Want examples? Re-read some of the One Student's Stories. Although they're all focused on the first three bullets rather than the last three, you'll notice similarities in all of them. They've got a clear point. They provide examples. They go deep.

Nuts and bolts

Regardless of which option you pick, all essays must:

- Contain at least 3 pages.
- Be typed, double spaced, 1" margins, and use a standard 12 point font.
- Begin with an introduction that introduces your topic and gains the reader's interest.
- End the introduction with your thesis/purpose statement.
- Have several body paragraphs that focus on one idea each, and state that idea in the topic sentence.
- End with a conclusion that wraps up the paper.
- Use MLA documentation for all quotes, paraphrases, and outside sources, including in-text citations and a Work Cited page.

[See reverse side]

Want help? Talk me. Talk to peers. Go to the Writing Center in the Center for Student Engagement.

Grading Rubric

COMPONENT	NOVICE	EMERGING	DEVELOPING	PROFICIENT
CONNECTION TO COURSE CONCEPTS <i>RELEVANT COURSE CONCEPTS ARE CLEARLY STATED, DESCRIBED, AND LOGICALLY CONNECTED TO THE ESSAY'S MAIN IDEAS. MLA DOCUMENTATION IS USED APPROPRIATELY.</i>				
Essential Skills <i>Critical Thinking Personal and Social Responsibility Information and Digital Literacy</i>				
DEPTH/MEANING <i>RELEVANT COURSE CONCEPTS ARE FULLY EXPLORED, DEMONSTRATING SELF-REFLECTION AND CRITICAL THINKING.</i>				
USE OF EXAMPLES/SPECIFIC DETAILS <i>RELEVANT PERSONAL EXAMPLES ARE PRESENTED AND EXPLAINED WITH CLARITY AND PRECISION.</i>				
CLARITY OF WRITING <i>THE ESSAY USES CLEAR LANGUAGE APPROPRIATE FOR THE AUDIENCE AND CONTEXT. GRAMMAR, PUNCTUATION, SPELLING AND OTHER ISSUES ARE NOT PRESENT.</i>				

[See reverse side]

Career Exploration Assignment

Choosing your career is an important life decision and merits thoughtful choices and good research. This assignment is designed to help you gather information and utilize critical thinking to make the best career choice.

1. Brainstorm a list of occupations to explore within your chosen career pathway.
2. Narrow your list to a "short list" of potential careers that you are interested in and want to research.
3. Conduct research on a minimum of two career choices using at least three college research level sources online and print.

You will want to research employability i.e. Are there jobs available in the area where you want to reside?

What are the starting salaries and projected growth?

What are the educational requirements to get the job?

What is the reported job satisfaction?

The San Juan College Librarians are knowledgeable about this assignment and will be happy to direct you to reliable sources.

4. Upon completing your research you will write a paper that reflects what you have learned about these potential careers.

Consider the hard data: employability, salaries, and physical and educational requirements.

In addition, reflect on personal considerations. Is this career consistent with your values? Do you believe it will be satisfying and rewarding? Why or why not? Will this career support the lifestyle that you desire both from a financial perspective and quality of life?

The purpose of this assignment is to help you find the most rewarding career for you. I encourage you to dive deep. If possible find someone in the career that you can interview? Is it possible to job shadow someone?

Nuts and bolts

- Contain at least 3 pages.
- Be typed, double spaced, 1" margins, and use a standard 12 point font.
- Begin with an introduction that introduces your topic and gains the reader's interest.
- End the introduction with your thesis/purpose statement.
- Have several body paragraphs that focus on one idea each, and state that idea in the topic sentence.
- End with a conclusion that wraps up the paper.
- Use MLA or APA documentation for all quotes, paraphrases, and outside sources, including in-text citations and a Work Cited/References page.

Want help? Talk me. Talk to the Librarians. Talk to peers. Go to the Writing Center in the Center for Student Engagement.

This assignment will be graded on this Rubric:

Rubric

Career Exploration Rubric

	NOVICE	EMERGING	DEVELOPING	PROFICIENT
CONNECTION TO COURSE CONCEPTS RELEVANT COURSE CONCEPTS ARE CLEARLY STATED, DESCRIBED, AND LOGICALLY CONNECTED TO THE ESSAY'S MAIN IDEAS				
Essential Skills Critical Thinking Personal and Social Responsibility Information and Digital Literacy.				
Requirements Data was effectively evaluated and compared and contrasted				
DEPTH/MEANING Relevant course concepts are fully explored, demonstrating self-reflection and critical thinking.				
Use Of Examples/Specific Details Relevant personal examples are presented and explained with clarity and precision.				

CLARITY OF WRITING <i>The essay uses clear language appropriate for the audience and context. grammar, punctuation, spelling and other issues are not present</i>				
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FYEX-1110 FIRST YEAR SEMINAR 3 CREDITS

SYLLABUS

CATALOG DESCRIPTION

This course is designed to help students achieve greater success in college and in life. Students will learn many proven strategies for creating greater academic, professional, and personal success. Topics may include career exploration, time management, study and test-taking strategies to adapt to different learning environments, interpersonal relationships, wellness management, financial literacy, and campus and community resources.

Formerly LRNS-111

Prerequisites: None

Semester Offered: All

COMMON STUDENT LEARNING OUTCOMES

Upon successful completion of San Juan College programs and degrees, the student will demonstrate competency in...

BROAD AND SPECIALIZED LEARNING

Students will actively and independently acquire, apply, and adapt skills and knowledge with an awareness of global contexts.

CRITICAL THINKING

Students will think analytically and creatively to explore ideas, make connections, draw conclusions and solve problems.

CULTURAL AND CIVIC ENGAGEMENT

Students will act purposefully, reflectively, and ethically in diverse and complex environments.

EFFECTIVE COMMUNICATION

Students will exchange ideas and information with clarity in multiple contexts.

INFORMATION LITERACY

Students will be able to recognize when information is needed and have the ability to locate, evaluate, and use it effectively.

INTEGRATING TECHNOLOGIES

Students will demonstrate fluency in the application and use of technologies in multiple contexts.

Student work from this class may be randomly selected and used anonymously for assessment of course, program, and/or institutional learning outcomes. For more information, please refer to the Dean of the appropriate School.

COURSE LEARNING OUTCOMES

Upon successful completion of the course, the student will be able to...

1. Develop self-awareness and life skills that increase success in college and beyond
 - a. Accept SELF-RESPONSIBILITY, seeing themselves as the primary cause of their outcomes and experiences. (L,T)
 - b. Discover SELF-MOTIVATION, finding purpose in their lives by discovering personally meaningful goals and dreams (L,T)
 - c. Master SELF-MANAGEMENT, consistently planning and taking purposeful actions in pursuit of their goals and dreams. (L,T)
 - d. Employ INTERDEPENDENCE, building mutually supportive relationships that help them achieve their goals and dreams (while helping others to do the same). (L,T,E,C)
 - e. Gain SELF-AWARENESS, consciously employing behaviors, beliefs, and attitudes that keep them on course. (L,T)
 - f. Adopt LIFE-LONG LEARNING, finding valuable lessons and wisdom in nearly every experience they have. (L,T)
 - g. Develop EMOTIONAL INTELLIGENCE, effectively managing their emotions in support of their goals and dreams. (L,T)
 - h. BELIEVE IN THEMSELVES, seeing themselves capable, lovable, and unconditionally worthy as human beings. (L,T)
2. Develop and apply various academic skills such as:
 - a. Study and test taking strategies (L,T)
 - b. Note taking strategies (L,T)
 - c. Collaborative learning principles (L,T,C,A)
 - d. Critical thinking skills (L,T,C,A)
 - e. Time management principles (L,T,A)
 - f. Campus resource utilization (T,A,I)
3. Evaluate talents and interests to seek a major as part of a larger career plan
 - a. Examine and clarify personal values (L,T,C,E)
 - b. Research majors and careers (L,T,I)
 - c. Create specific goals for college and beyond (L,T,E)



SAN JUAN COLLEGE
Success Matters

FYEX-1110 FIRST YEAR SEMINAR COURSE GUIDE

Semester: Spring 2019
Instructor:
Phone:
E-mail: @sanjuancollege.edu
Office:
Office Hours:

Meeting Location and Times

TBA

Course Description

This course is designed to help students achieve greater success in college and in life. Students will learn many proven strategies for creating greater academic, professional, and personal success. Topics may include career exploration, time management, study and test-taking strategies to adapt to different learning environments, interpersonal relationships, wellness management, financial literacy, and campus and community resources.

Formerly LRNS-111

Number of Credit Hours

3

Prerequisites

Prerequisites: ENGL-050 or obtain appropriate English Accuplacer Score. Take RDNG 050 or place into RDNG-096 with the appropriate Accuplacer Score.

Required Text

Downing, Skip. On Course Study Skills Plus. Third Edition, Cengage Learning,
2017. ISBN#9781305397484

Recommended Text

None

Required Technology and Software

- Canvas
- Stu_Data S Drive: Located on SJC website
- Internet Skills
- Chrome, Safari or Firefox

Technical Support

Technical support is available through the San Juan College Help Desk 24/7/365. The help desk can be reached at 505-566-3266 or by creating a ticket at [San Juan College Help Desk](#)

For tickets and password reset: [San Juan College Help Desk](#)

For Canvas support information: [Canvas Support](#)

Accessibility Policies for all Technology Tools Used

[Accessibility Policies for Technology Tools](#)

Course Requirements

- Students will do the following activities:
- Expand word knowledge using a variety of techniques
- Demonstrate knowledge of various reading and comprehension strategies
- Read and think critically
- Develop and apply various study strategies

Participation and Attendance Policy

Attendance is vital to learn the skills, strategies, and knowledge in this course. Missing one day can throw some students off course. Attendance/Participation is 40% of your grade. If you're not in class, you cannot participate.

TARDIES: Two (2) tardies are allowed. After that, one point will be deducted from your overall grade for each additional tardy. Seven (7) tardies will result in an automatic F for the course. Coming late to class disrupts your instructor, your classmates, and everyone's learning. If you do come in tardy, please come in quietly. Regularly leaving class early may result in an absence or tardy. Students will be marked tardy after roll has been taken.

Other Classroom Policies and Expectations

HOMEWORK ASSIGNMENTS: Homework assignments are due at the beginning of class on the day specified on the course calendar. If the homework has been checked, no credit will be received. (Emergency health issues will be excused. Documentation may be required. Whenever possible, let me know ahead of time. If the reason for being late is acceptable (reasonable), this too will be excused. (Think workplace.)

Always be prepared. Incomplete homework results in no credit. Whatever you do, put your heart into it. If you do not understand your homework, talk to me the day before class so that you can get it done

If you miss class, homework is due when you return. It is your responsibility to find out what was missed. Make sure to check both Homework Assignments and In-class assignments on the Calendar. And call a classmate for any added assignments.

NON-PRODUCTIVITY. Not doing homework will greatly hurt your learning. It will also hurt the learning of your classmates during group activities, which there will be plenty of. If this continues, I may advise you to withdraw from class, for your benefit as well. If anything is preventing you from getting your homework completed, please talk to me ahead of time so, hopefully, we can fix the problem.

QUIZZES/TESTS: If you miss a quiz, it must be made up on or before the day of your return to class. After that, it may not be made up. Please notify me before the quiz or test is given if you are unable to attend class. Five (5) points will be deducted from the quiz or test grade if tardy. Note: You may not leave class during any quiz or test. If a student arrives after the quiz has been collected, the quiz may not be made up. Quizzes have time limits, so be sure to be on time--for every class

If applicable, not taking the Nelson-Denny Pre and Posttest, or the TABE Pre and Posttest, or any other pre and posttest will result in a five (5) point deduction from your overall grade. We need these tests to guide us in revising the course.

ADDING LATE: Students who miss the first two days of class may be dropped for non-attendance. The first two days of team building are important for success. If you still choose to attend, all missed work will be due the next class session. If incomplete, you may be asked to drop the class. And remember, the days missed will still count as an absence.

ACCOMMODATIONS: If you are entitled accommodations through Disability Services in the Office of Advising and Counseling, it is your responsibility to let your instructor know each time you will need to use accommodations. If you take your tests in the Office of Disabilities, you will need to make scheduling arrangements with that office. The phone number is 566-3643. You may schedule the test during class time if there are no other in-class activities. Otherwise, you should arrange to take the test outside of class time on or before the day of the test. A zero will be recorded after that. I encourage you to take advantage any accommodations you may have. If you do not wish to accommodations, provide something in writing and sign it. This applies on a test-by-test basis. Schedule with the Office of Disabilities as soon as possible.

ACADEMIC DISHONESTY: Cheating is dishonest and very serious. It could result in an F for the assignment, a notice on your academic records, or expulsion from class. Cheating includes, but is not limited to the following:

1. Copying or using someone else's assignments or providing someone with these items.
2. Cheating during an exam
3. Dishonesty about doing any assignment or any other aspect of the course
4. Plagiarism: Using someone else's words or ideas as your own, including careless paraphrasing.
5. See number 3 under College Policies on page 7. It is not worth it, folks.

MORE POLICY NOTES:

1. Consider the classroom and course expectations as you would the workplace.
2. There is not difference between an excused or unexcused absence. The attendance policy applies to both.
3. You are responsible for keeping records of all your work—including work submitted; you may prefer to make copies, especially for major assignments.
4. Putting your feet on the table is not allowed.
5. Working on assignments for other courses (or on other non-related activities) is not permitted during class time, unless time is set aside for the entire class in study hall fashion
6. Please do not put your books away until class is over.
7. Wearing headsets is not allowed. Also, laptops are not allowed to be in use during class, unless authorized.
8. Cell phones must be turned all the way off during class in class—and out of sight. If you forget to turn it off, please do not take the call during class. Cell phones in the classroom are a nuisance. Give your loved ones your schedule and have them call Security for emergencies: 566-3263 (nonemergency); 566-3333 (emergency).
9. If you have any concerns regarding any aspect of the class, please talk to your instructor.
10. If you must stop attending class for any reason, please let me know and make sure you officially withdraw from the class so that you do not receive an F.
11. I reserve the right to add new policy during the semester as long as it doesn't contradict existing policy. New assignments may be added, too, and some may be changed or deleted.
12. Your name is required on all assignments to get full credit. Five (5) points will be deducted for assignments with no names.
13. By enrolling in this class, you accept and must abide by the policy of the course.
14. Missing class because of work (jobs) is unexcused. Please make arrangements with your employer.
15. Missing class because of child-care issues is unexcused. Please save your free absences for this type of emergency
16. You are responsible for keeping records of all your work—including work submitted and graded assignments; make copies of major assignments, and keep all graded papers in a folder in case you need them for any reason.
17. Working on assignments for other courses (or on other non-class-related activities) is not permitted during class time. Also, missing class to work on assignments for other courses is unexcused. Please do not put your books away until class is over.
18. If you have any concerns regarding any aspect of the class, please talk to me.
19. If you must stop attending class for any reason, it is your responsibility to let me know, and make sure you officially withdraw from the class so that you do not receive an F. Withdrawing from a class, dropping a class, or failing a class may negatively affect your financial aid and/or academic status.
20. Five percentage points will be deducted from your overall final average if you miss taking any pre or post-test/assessments. Missing the final day of class (during final exam week) will result in an additional

deduction of 5 percentage points in addition to the zero you will receive on the final exam given that day (unless prior arrangements have been made).

21. Your instructor reserves the right to add new policy during the semester as long as it doesn't contradict existing policy. New assignments may be added, too, and some may be changed or deleted.
22. By enrolling in this class, you accept and agree to abide by the policies of the course.

SNOW DAY INSTRUCTIONS

Listen to the radio, tune into TV Ch. 4, 12, or 7, check the college web site, or call the college switchboard 326-3311. SJC Snow Days usually correspond to the Farmington public schools' schedule. A "2-hour delay" means that classes beginning before 10:00 a.m. are cancelled. The first classes of the day will be the regular 10:00 a.m. classes. We rarely close for a whole day. Occasionally, the campus closes at 3:30 p.m. to allow students and employees to leave safely before dark and before the roads become icy. If class is cancelled, still do the required homework for that day. Call or email me if you have any questions. Always come prepared.

Canvas Participation Expectations

Check your email regularly and your grades weekly. Also, you will be expected to know the contents of the Course Guide, the Syllabus, the various policies, and other information on Canvas.

Instructor Response Time

I will check my emails regularly and respond as soon as possible. I will update grades every 1-2 weeks.

Course Time Commitment

You should allow at least two hours of outside work for every class session, sometimes less, sometimes more. I recommend doing the homework for this class and other "less demanding" classes before studying math or writing an essay. Some students do math homework first and then don't have time to do work for other classes. It's like taking a test: Do the easier questions first instead of spending too much time on difficult questions and then run out of time.

CONDUCT: In our class:

1. Everyone is allowed to feel they can work and learn in a safe and caring environment
2. Everyone learns about, understands, appreciates, and respects varied races, classes, genders, physical and mental abilities, and sexualities
3. Everyone matters
4. All individuals are to be respected and treated with dignity and civility
5. Everyone shares the responsibility for making our class, and the San Juan College Community a positive and better place to live, work, and learn

Each student has a right to learn, and the instructor has a right to teach. Anyone who interferes with these rights is subject to disciplinary actions, ranging from a simple reprimand to expulsion from the course. Hostile responses about grades may lead to disciplinary action.

Grading

Category	Weight
Quizzes	25%
General Assignments	10%
Journal	25%
Participation/Attendance	40%

Key Dates to Remember

Table below is a sample of one formatting option.

Spring 2019	
January 14	First Day of Instruction
January 14-February 1	Drop Period for Full-Term Classes (No Grade Recorded on Transcript)
February 1	Deadline to Change from Credit to Audit or Audit to Credit for Full-Term Classes Deadline to Switch Into or Out of Honors Sections for Full-Term Classes
February 15	Deadline to Apply for Fall Graduation
March 18-21	Spring Break
March 22	Spring Holiday
April 12	Last Day to Completely Withdraw from Full-Term Classes
May 1	Last Day of Instruction
May 2-8	Final Exams
May 8	Last Day of Semester
May 11	Graduation

Course Schedule

See Course Calendar

College Policies

The following information also applies to your work in this class. If you have special needs for campus emergency situations, please inform me immediately.

1. Academic Accommodations—American with Disabilities Act (ADA)

If you believe you need academic accommodations due to physical or learning disabilities, you are encouraged to inform them as soon as possible. The coordinator can work with you in verifying your disabilities and developing accommodation strategies. Please go to

Disability Services Office, click the button for “Request for Services” and complete all the steps.

You can also contact the college’s disability coordinator in the Advising/Counseling Center at 566-3271 or disabilityservices@sanjuancollege.edu. More information is available on the website listed above.

2. The Family Educational Rights and Privacy Act (FERPA)

Your personal information and grade are confidential. Aside from routine reporting to the college required for this course, I will not share such information with anyone unless I have your permission.

3. Academic Honesty Rules

San Juan College expects all students to adhere to the Academic Honesty Rules as posted online: <<http://www.sanjuancollege.edu/AcademicHonesty>>. These are the official guidelines for all classes at San Juan College (July 2006).

4. Student Conduct Statement

College is preparation for professional opportunities, and professional conduct is expected in courses, including online classes, as well as any written communications, and interactions with members of the college community. As part of our learning community, students are expected to interact and communicate in a mature, respectful, thoughtful, and supportive manner. Students who demonstrate disrespectful, hostile, belittling, bullying or other disruptive behavior will be subject to potential consequences and possible dismissal from the college. The college will take appropriate action when students demonstrate threatening behavior (to others or self). Students should refer to the Code of Conduct in the Student Handbook for additional information.

5. Student Safety

Keeping students safe is a priority, and part of that is ensuring that we have the ability to communicate emergency messages – whether for school closures due to weather or for more or urgent situations. Rave is San Juan College’s emergency messaging system. Through your SJC student email, you will automatically receive email messages, however, it is also vital that you receive text messages. In order to receive the messages, you must register with Rave. This is a simple process and can be done at www.sanjuancollege.edu/campusalerts. When registering, please make sure that your mobile status is “confirmed.”

The Department of Public Safety is available 24 hours per day. In an emergency, they can be accessed by calling 215-3091 or 566-3333.

In the event of an emergency, a Rave message will be sent, and depending on the situation, you will be instructed to do one of the following:

- Evacuate the building
- Shelter in place (Campus doors are locked, and operations continue as normal. During this situation, no one other than law enforcement is allowed in or out of the campus.)

- Lockdown (Campus doors are locked. All operations cease, and you should take cover in your immediate area. No one other than law enforcement is allowed in or out of the campus.)

6. Drop for Non-Attendance and/or Non-Participation

Class Attendance and Participation Expectation:

Face-to-Face – Students are expected to attend and participate in class regularly. Any student missing more than 10% of consecutive class time, (For example, in a regular 15-week class that meets twice a week, this equates to the student missing 3 consecutive classes) without consultation with the instructor may be considered as having abandoned the course.

On-line – Students are expected to participate regularly and submit all course assignments, based on the course guide definition. A student who does not submit any assignments during a consecutive 10% of the course (1.5 weeks of a 15-week semester) without consulting the instructor, may be considered as having abandoned the course. Logging in does not meet the attendance standard.

Competency-Based Education Classes – Students are expected to have regular and substantive interactions with their instructor and to actively work on course content. A student who has not submitted coursework, nor had substantive interactions with the instructor over a consecutive 10% of the term, without the instructor's prior approval, will be considered to have abandoned the competency progression. Last date of attendance will be recorded as the last date that coursework was submitted or that the student met with the instructor. For on-line learners, logging in does not meet the attendance standard.

Failure to Meet Class Participation Expectation:

Students who fail to meet participation expectations will have their last date of attendance recorded. This date will be used to recalculate any financial aid received/veteran's benefits received, and the student may be required to repay the institution/government. If the student does not drop the course, an 'X' grade will be recorded. An 'X' grade impacts the grade point average the same as an 'F'.

7. Grading Policies

Incomplete: Incomplete Grade Assignment (Incomplete Grades Information)

The grade of I (Incomplete) is given for passing work that could not be completed during the semester because of circumstances beyond the student's control. Ordinarily, the assignment of an I is given by the course instructor at the time final grades are due.

In no case is an I grade to be used to avoid assignment of D or F grades for marginal or failing work or to require a student to enroll in the class the next semester because work was not completed on time. Circumstances warranting the issuance of an I grade must be beyond the student's control and must be documented on the appropriate form prior to approval.

I grades can be removed only during the subsequent 16 weeks from the end of term, or within the time limit set by the instructor. Removal of an I is accomplished by completing the work in a manner acceptable to the instructor. Re-enrollment in the course under the repeat

option does not remove the prior grade of I. Students should not re-enroll for the course. An I not made up within 16 weeks or within the time limit set by the instructor will change to an F grade thereafter and cannot be changed by work completion.

8. Grade Appeals:

The policy for grade appeals is in the Academic Catalog.
(<http://catalog.sanjuancollege.edu/content.php?catoid=6&navoid=264#Grades>)

Student Handbook

The Student Handbook provides information on Student support, student organizations, and San Juan College policies.

[Student Handbook](#)

Student Services and Support

The Student Support webpage provides information on counseling, tutoring, technical support, and many other support services available to San Juan College students.

[Student Support](#)

Academic Support

Academic Support webpage provides information on academic advising, the library, Testing Center, and the honors program.

[Academic Support](#)

NEW MEXICO HIGHER EDUCATION DEPARTMENT

SUSANA MARTINEZ
GOVERNOR



DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	NMSU
Department	Honors College and History
Course Number, Title, Credits	HON 222G, Foundations of Western Culture, 3cr
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	No NMSU main campus only
Name and Title of Contact Person	Andrea Orzoff or Miriam Chaiken
Email and Phone Number of Contact Person	aorzoff@nmsu.edu or mchaiken@nmsu.edu tel 575-646-2005

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☐ Communications ☐ Mathematics ☐ Science ☐ Social & Behavioral Sciences
☒ Humanities ☐ Creative & Fine Arts ☐ Other

Which essential skills will be addressed?

☐ Communication ☒ Critical Thinking ☒ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

HNRS 2120, Foundations of Western Culture

List all learning outcomes that are shared between course sections at your institution.

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. 2. Students will DISTINGUISH between primary and secondary sources, IDENTIFY and EVALUATE evidence and EMPATHIZE with people in their historical context. 3. Students will SUMMARIZE and APPRAISE different historical interpretations and evidence in order to CONSTRUCT past events. 4. Students will IDENTIFY historical arguments in a variety of sources and EXPLAIN how they were constructed, EVALUATING credibility, perspective, and relevance. 5. Students will CREATE well-supported historical arguments and narratives that demonstrate an awareness of audience. Students will APPLY historical knowledge and historical thinking “in order to infer what drives and motivates human behavior in both past and present.”

Institution-specific Student Learning Outcomes

N/A

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

As a course that focuses on the history of western civilization, there are many issues that are examined that exemplify critical thinking. For example, we examine compelling questions such as “what is the nature of good and evil? Is human history determined by material concerns, or by Great Men and Great Ideas? What is the nature of freedom, and how should democracies balance the needs of the individual with the “tyranny of the majority”? Are human beings born into an orderly, divinely ordained universe, or do we determine our own meaning as we live our lives? And what do all these questions have to do with the history of something we call “the West”? These questions will form the foundation for interpreting, critiquing, and analyzing primary source reading assignments (in Honors classes we eschew standard textbooks as much as possible), and students will be challenged to form and defend their positions in writing and oral discourse. Students’ performance will be evaluated by their participation in class discussions, submission of short weekly analytical papers that are linked with reading assignments, and longer essays that synthesize class content and are completed out of 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*

Many of the topics in this class are inherently controversial – such as the status of women throughout history, the formation and challenges to class structure and societal inequality, the rights of the individual vs. the collective good, and the role of religion in society. Students will learn to understand the complexities of these topics, while also learning to maintain civil, informed, and logical discussions and debates. As the course deals with a host of cultures, both temporally and geographically, this course fosters greater cross-cultural understanding.

Additionally ethical reasoning skills, collaboration, and teamwork will result as students dissect arguments and engage in vigorous in-class debate on controversial topics. Students will learn to engage in debate while remaining professional and respectful of diverse opinions. Students will improve their ability to engage in ethical reasoning as they examine behaviors, beliefs, and actions in an historical context, and will understand how historical antecedents influence contemporary culture. In both daily classroom discussion and in all of the written assignments students will demonstrate ethical reasoning.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

Students will gain historical context and will be utilizing a wide variety of media to augment in-class activities. These include substantial library research with written and electronic resources, and use of historical film and artistic expressions. Students will engage in an iterative process of inquiry that defines a problem or poses a thesis statement, and then conduct research to support or challenge their thesis. Through research using digital and traditional print sources (books, journals), archival materials, video and still photography, and drawing on readings and discussions from class, students will build arguments that support their thesis. Students will synthesize diverse information sources to generate written assignments that enhance their digital and information literacy and their written communication. Students will become critical consumers of digital information and will learn how to distinguish between legitimate and questionable digital information sources. Students will gain understanding of the importance of peer review, and revision and rewriting. Students will understand the importance of accurate attribution of sources for written work, especially when synthesizing work from a variety of sources. Students will learn ethical academic comportment in writing and research, and will improve their writing skills.

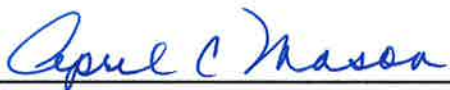
E. Supporting Documents

☐ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan [Click here to enter text.](#)

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

HON 222 FOUNDATIONS OF WESTERN CULTURE

SAMPLE ASSESSMENT: As with most Honors courses, students will have more reading to complete, and reading assignments will include primary sources and not just textbooks. Students will have multiple written assignments to complete in the course of the semester. This sample take-home final exam specifically requires students to formulate a thesis, marshal evidence that supports the thesis, make informed ethical judgements, and derive conclusions based on evidence. The following line from the assignment clarifies this requirement:

Finally, the greatest emphasis in evaluating writing will be placed on the quality of the writing, the arguments made, and synthesis of course materials (reading assignments, lecture, discussion), as outlined in the syllabus excerpt and writing assignment above.

Take-Home Final Examination

As on your midterm, you may certainly discuss the questions with other members of the course, but all written work must be your own. I will expect you to follow standard academic practice with regard to citing ideas and phrases which are not yours: see my citation and plagiarism handouts if you should need to be reminded about this topic. Also, please be sure to define all terms you use in your papers: morality, knowledge, progress, freedom all mean different things in different eras and to different readers. One last point: your paper **must** contain a 2-3 sentence thesis statement or overarching argument. Do not simply summarize the ideas of each of “your” thinkers: your paper must bring their ideas together.

Please do not do outside research: focus your efforts on an in-depth reading of the texts for our course. When in doubt, use this rule: if it’s not on the syllabus, it shouldn’t be in your paper.

Your papers should be 7-10 pages, double-spaced, with 1” margins, in either Times New Roman or Courier 12-point font. No Works Cited page is necessary. Footnotes will be expected so that I can follow your use of the text.

Please write on ONE of the following questions.

1. Can we know anything for certain? Some of our thinkers are pretty sure we can’t. Why not? What are the various problems and situations which impede our access to certain, factual knowledge? (Choose two or more thinkers to discuss.)
2. Many of our thinkers depend on human reason as a basis for social life as well as individual decision-making. Others reject it, in part or entirely. What are reason’s limitations and advantages, through the eyes of two or more of our thinkers? What would they posit as a more appropriate or humane basis for human social organization and the construction of knowledge?
3. In the final assessment, what is the most powerful impetus driving human achievement (according to at least three of our thinkers)? Sex? Power? The reasoning mind and dedication to a higher good? The Will of History? Chaos? Something else entirely?
4. The Enlightenment is at the heart of this class. So many of our thinkers depend on it, invert it, deepen its insights or extend them to populations the Enlightenment rejected, deny its value, or highlight its hypocrisy. Discuss the role of the Enlightenment in the work of at least two of the thinker/philosophers we have read.

Assessing Students’ Performance

The writing assignment will be assessed using the criterion for quality writing outlined by the professor above. We may not use a matrix style rubric common in education courses, but the students' performances will be evaluated according to whether they follow the technical writing requirements (margins, formats, citations, thesis statement), and on the ethical standards of practice (avoiding plagiarism). Finally, the greatest emphasis in evaluating writing will be placed on the quality of the writing, the arguments made, and synthesis of course materials (reading assignments, lecture, discussion), as outlined in the syllabus excerpt and writing assignment above.

General Education Area VI: Creative and Fine Arts

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	Art
Course Number, Title, Credits	ARTH 1110, Art Appreciation, 3
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Jennifer Rush Art History FT Instructor
Email and Phone Number of Contact Person	jhenrichs@cnm.edu 505-224-4000 x. 50680

Was this course previously part of the general education curriculum?

X Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

X AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☐ Communications ☐ Mathematics ☐ Science ☐ Social & Behavioral Sciences
☐ Humanities ☒ Creative & Fine Arts ☐ Other

Which essential skills will be addressed?

X Communication ☒ Critical Thinking ☐ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

ARTH 1110, Art Appreciation

List all learning outcomes that are shared between course sections at your institution.

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.Trace the development of diverse art and architecture styles. 2.Compare and contrast the major art and architectural styles. 3.Use art terms and explain basic art concepts. 4.Analyze the visual elements and design

principles in masterworks of art. 5. Describe masterpieces objectively, with emphasis on contemporary works. 6. Gain general knowledge of the history of artistic production. 7. Understand how both art and the study of art relates to other disciplines, such as philosophy, history, archeology, theater, and music. 8. Distinguish the elements and principles of design and explain how they are being used in a given piece of art.

Institution-specific Student Learning Outcomes

N/A

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Students are asked to communicate effectively in written reflective responses to an online discussion prompt dealing with Protest Art and art as it addresses contemporary social issues. Postings are based on weekly readings and review of provided instructional materials. All student posts are required to include qualified examples from these sources to produce sound arguments. Students are directed to use a scholarly tone and use the CMS citation system for referencing. Once students initially post, they each evaluate a minimum of three posts of their classmates via generated rebuttal and/or concurring replies as strategies for understanding and evaluating messages. Students are also asked in their original prompts to consider from their readings how art since the 1980s has been successful in addressing social and political issues. In this way, they apply different theoretical lens to convey their interpretation of the content. Other sample assessments might involve physically making art, curating a digital exhibition, or uploading a video presentation to ensure students are exposed to a variety of mediums and genres.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students will clearly delineate a social or cultural issue/problem they feel strongly about in their original discussion forum prompts. Students will describe the media, techniques, elements, principles, symbols, and themes of art they will employ to create a hypothetical work to address said problem/issue. Rebuttal or concurrent reply posts will partially involve evaluating the effectiveness of the works using well qualified examples. Student learning will be assessed with a grading rubric and instructor feedback that evaluates how the student posts state, define, and describe the chosen issue, and if their replies have qualified examples as supporting evidence of their conclusions.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

N/A

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

The argument and counter argument model afforded by the discussion forum prompt allows students to ethically reason on specific issues on both local and global levels, i.e. feminism and AIDS...etc. Students share their unique perspectives within the forum culminating in a diversity of viewpoints and potential

solutions via communal setting to gain intercultural competence. By focusing on whether postmodern and contemporary art has been successful in addressing social and political issues students actively engage in civic discourse and engagement.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

N/A

E. Supporting Documents

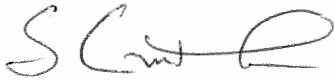
X Sample Course Rubric Attached (recommended)

X Sample Assessment Attached (required)

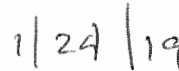
F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Sample Assessment from ARTH 1110, Art Appreciation:

Week 14 Discussion Forum: Protest Art

After having reviewed the weekly chapter readings ("From Modern to Postmodern" and "Opening Up the World") and the narrated images please thoughtfully consider the following questions:

- In what ways do you think artists have successfully or unsuccessfully used their works to bring issues like feminism and AIDS awareness to the attention of the public?
- How would you use art to convey issues you consider to be important, like peace, the value of life, etc.?
- Has art been used successfully since the 1980s to address social and political issues?
- If you could express one important issue through a work of art, what would that issue be, and how would you use media, techniques, elements, principles, symbols, and themes of art to present your views related to that issue?

A minimum of three replies to the posts of your classmates in addition to your original thread are required for this forum. These replies should either be in the form of rebuttal or supporting with qualified examples from this week's instructional materials. A discussion posting should be substantial and include at least four lines of text. It is important that you incorporate your readings and lecture notes into your discussion postings in addition to your own perspective. This is a graded activity worth a potential 100 points. Your discussion postings should utilize terms from the readings and lectures in order to gain proficiency in using the vocabulary of art. Practicing the use of this vocabulary in discussion develops these skills. You should share your discussion postings early in the week so your classmates can have the opportunity to read them and exchange ideas.

Sample Rubric				
Component Skill	Novice (1)	Emerging (2)	Developing (3)	Proficient (4)
Communication				
Written work is appropriate for audience, intent, and context.				
Critical Thinking				
Formulation of an open-ended problem statement.				
Relevant information is identified/utilized to address the problem/question.				
Acquisition of evidence and evaluation of solutions.				
Response develops a conclusion that reflects an informed well-reasoned evaluation/argument.				
Personal and Social Responsibility				

A range of ethical perspectives are compared and a solution proposed from one or more of those perspectives.				
Evaluation of personal and social justice issues relative to specific contexts.				
Comparison of multiple solutions across social and cultural relationships.				
Evidence based determination of organizational, cultural, economic, or political factors of local and global problems.				

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

ARTH

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	Art
Course Number, Title, Credits	ARTH 2110, History of Art I, 3
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Jennifer Rush, Art History FT Instructor
Email and Phone Number of Contact Person	jhenrichs@cnm.edu 505-224-4000 x. 50680

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☐ Communications ☐ Mathematics ☐ Science ☐ Social & Behavioral Sciences
☐ Humanities ☒ Creative & Fine Arts ☐ Other

Which essential skills will be addressed?

☒ Communication ☒ Critical Thinking ☐ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

ARTH 2210, History of Art I

List all learning outcomes that are shared between course sections at your institution.

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 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

N/A

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Students communicate effectively by first writing a 3-4 page research paper as well as a 1-2 page critique on a classmate's paper after pair-based peer review. The research paper will be written in a sociocultural theoretical lens as a strategy for understanding the message. The critique will focus on seeking the main argument and either supporting or refuting the solution given with qualified well evidenced examples. Students will also orally present on the topic of their papers supported by digital image-based presentations thus demonstrating genre and medium awareness. Students are instructed to write in a scholarly tone using appropriate vocabulary and proper CMS citation to produce their arguments. Students will integrate the critiques of their peers into the production of their final presentations.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students will clearly describe the background specifics of their chosen site, monument, or art object facing threat of decontextualization both identifying the specifics of the problem and describing the surrounding historical setting. Using proper CMS citation students will gather evidence to give a balanced overview of the topic considerate of the different sides of the issue. Students will create an annotated bibliography, explaining the relevance of their gathered information. Through a peer review generated critique, students will better differentiate fact from opinion and discern the strengths and weaknesses found in their positions. Finally, students will formulate a conclusion based on supported and well reasoned evidence in their summative presentations that offers a potential solution.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

N/A

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

Students evaluate personal and social justice issues like reappropriation, stewardship, art theft, eurocentrism...etc. as they relate to the historical context of their chosen site, monument, or art object. Through peer review-based critique, students will compare multiple solutions on a sociocultural level to demonstrate intercultural reasoning and competence. Students will attempt to find practical and just solutions to issues like threat of heritage loss in third world countries due to imperialist looting, or impact of iconoclastic damage to world heritage sites due to acts of terrorism. Students will propose ethical solutions to their chosen issue after considering perspectives from all sides via in-depth research and peer discussion.

Using a sociocultural lens, students will ultimately discern sociopolitical, economic, and cultural factors involved in the issues chosen.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

N/A

E. Supporting Documents

X Sample Course Rubric Attached (recommended)

X Sample Assessment Attached (required)


F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Sample Assessment from ARTH 2110, History of Art I:

Art in Danger Project

Choose an archaeological site, monument, or art object from prehistory through the 14th C. that has been or is in danger of being decontextualized. Research your selection in terms of historical context surrounding said danger, function if known, materials/method of construction, stylistic period or culture, iconography, and themes of art. Using a scholarly tone and appropriate vocabulary, produce a written 3-4 page typed paper with appropriate CMS citation and an annotated bibliography. The paper conclusion should examine what if any solution might be carried out to reduce the threat to your selection if possible as well as considering any ethical implications, e.g. reappropriation...etc.

Once submitted you will then form pairs and exchange your paper for peer review. Student reviewers will write a 1-2 page critique of the paper they review noting strengths and weaknesses when applying the sample rubric. Critiques should use qualified examples and source citation to support their claims, and if not in agreement with the solution presented in the original paper they should offer a counter solution in their critique.

Finally, these critiques will be returned along with the original papers. After integrating the information from the critique you will create a short image based oral presentation on your site, monument, or art object to be presented to the class. This presentation will be five minutes in duration and must include a minimum of 3 images. The presentation should give general overview of the work in question, note its cultural significance, and conclude with what potential solution you devised. This project is worth a total of 15% of the final grade average.

Sample Rubric				
Component Skill	Novice (1)	Emerging (2)	Developing (3)	Proficient (4)
Communication				
Written work is appropriate for audience, intent, and context.				
Critical Thinking				
Formulation of an open-ended problem statement.				
Relevant information is identified/utilized to address the problem/question.				
Acquisition of evidence and evaluation of solutions.				
Response develops a conclusion that reflects an informed well-reasoned evaluation/argument.				
Personal and Social Responsibility				
A range of ethical perspectives are compared and a solution proposed				

from one or more of those perspectives.				
Evaluation of personal and social justice issues relative to specific contexts.				
Comparison of multiple solutions across social and cultural relationships.				
Evidence based determination of organizational, cultural, economic, or political factors of local and global problems.				

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	Art
Course Number, Title, Credits	ARTH 2120, History of Art II, 3
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Jennifer Rush Art History FT Instructor
Email and Phone Number of Contact Person	jhenrichs@cnm.edu 505-224-4000 x.50680

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☐ Communications ☐ Mathematics ☐ Science ☐ Social & Behavioral Sciences
☐ Humanities ☒ Creative & Fine Arts ☐ Other

Which essential skills will be addressed?

☒ Communication ☒ Critical Thinking ☐ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

ARTH 2120, History of Art II

List all learning outcomes that are shared between course sections at your institution.

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 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

N/A

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Students communicate effectively by first writing a 3-4 page research paper as well as a 1-2 page critique on a classmate's paper after pair-based peer review. The research paper will be written in a sociocultural theoretical lens as a strategy for understanding the message. The critique will focus on seeking the main argument and either supporting or refuting the solution given with qualified well evidenced examples. Students will also orally present on the topic of their papers supported by digital image-based presentations thus demonstrating genre and medium awareness. Students are instructed to write in a scholarly tone using appropriate vocabulary and proper CMS citation to produce their arguments. Students will integrate the critiques of their peers into the production of their final presentations.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students will clearly describe the background specifics of their chosen site, monument, or art object facing threat of decontextualization both identifying the specifics of the problem and describing the surrounding historical setting. Using proper CMS citation students will gather evidence to give a balanced overview of the topic considerate of the different sides of the issue. Students will create an annotated bibliography, explaining the relevance of their gathered information. Through a peer review generated critique, students will better differentiate fact from opinion and discern the strengths and weaknesses found in their positions. Finally, students will formulate a conclusion based on supported and well reasoned evidence in their summative presentations that offers a potential solution.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

N/A

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

Students evaluate personal and social justice issues like reappropriation, stewardship, art theft, post-colonial discourse, eurocentrism...etc. as they relate to the historical context of their chosen site, monument, or art object. Through peer review-based critique, students will compare multiple solutions on a sociocultural level to demonstrate intercultural reasoning and competence. Students will attempt to find real world and just solutions to issues like threat of heritage loss in third world countries due to imperialist looting, or impact of iconoclastic damage to world heritage sites due to acts of terrorism. Students will propose ethical solutions to their chosen issue after considering perspectives from all sides via in-depth research and peer discussion.

Using a sociocultural lens, students will ultimately discern sociopolitical, economic, and cultural factors involved in the issues chosen.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

N/A

E. Supporting Documents

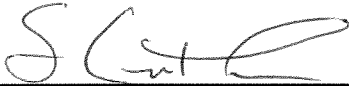
x Sample Course Rubric Attached (recommended)

x Sample Assessment Attached (required)

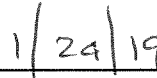
F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Sample Assessment from ARTH 2110, History of Art II:

Art in Danger Project

Choose an archaeological site, monument, or art object from the 14th C. through contemporary that has been, or is in danger of being decontextualized. Research your selection in terms of historical context surrounding said danger, function if known, materials/method of construction, stylistic period or culture, iconography, and themes of art. Using a scholarly tone and appropriate vocabulary, produce a written 3-4 page typed paper with appropriate CMS citation and an annotated bibliography. The paper conclusion should examine what if any solution might be carried out to reduce the threat to your selection if possible as well as considering any ethical implications, e.g. reappropriation...etc.

Once submitted you will then form pairs and exchange your paper for peer review. Student reviewers will write a 1-2 page critique of the paper they review noting strengths and weaknesses when applying the sample rubric. Critiques should use qualified examples and source citation to support their claims, and if not in agreement with the solution presented in the original paper they should offer a counter solution in their critique.

Finally, these critiques will be returned along with the original papers. After integrating the information from the critique you will create a short image based oral presentation on your site, monument, or art object to be presented to the class. This presentation will be five minutes in duration and must include a minimum of 3 images. The presentation should give general overview of the work in question, note its cultural significance, and conclude with what potential solution you devised. This project is worth a total of 15% of the final grade average.

Sample Rubric				
Component Skill	Novice (1)	Emerging (2)	Developing (3)	Proficient (4)
Communication				
Written work is appropriate for audience, intent, and context.				
Critical Thinking				
Formulation of an open-ended problem statement.				
Relevant information is identified/utilized to address the problem/question.				
Acquisition of evidence and evaluation of solutions.				
Response develops a conclusion that reflects an informed well-reasoned evaluation/argument.				
Personal and Social Responsibility				
A range of ethical perspectives are compared and a solution proposed from one or more of those perspectives.				

Evaluation of personal and social justice issues relative to specific contexts.				
Comparison of multiple solutions across social and cultural relationships.				
Evidence based determination of organizational, cultural, economic, or political factors of local and global problems.				

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	Art
Course Number, Title, Credits	ARTH 2130, Modern Art, 3
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Jennifer Rush Art History FT Instructor
Email and Phone Number of Contact Person	jhenrichs@cnm.edu 505-224-4000 x.50680

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☐ Communications ☐ Mathematics ☐ Science ☐ Social & Behavioral Sciences
☐ Humanities ☒ Creative & Fine Arts ☐ Other

Which essential skills will be addressed?

☒ Communication ☒ Critical Thinking ☐ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

ARTH 2130, Modern Art

List all learning outcomes that are shared between course sections at your institution.

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. Recognize and identify works of art, including painting, sculpture, and architecture created in Europe and America during the Modern and Contemporary periods. 2. Comprehend and apply terms, methodologies and concepts

common to studies of art created during the Modern and Contemporary periods. 3. Compare and contrast stylistic aspects of works created in different time periods of the Modern era and/or locations in terms of their form, contextual history, function, and iconographic meaning. 4. Describe and discuss orally and in writing the political, social, spiritual, intellectual and cultural movements that shaped artistic thinking and creation during the Modern period. 5. Describe the various techniques employed in the creation of art and architecture during the Modern and Contemporary periods. 6. Comprehend the particular emphasis on personality and innovation inherent within the Modern period in relationship to institutions and movements. 7. Describe the impacts of Modern and Contemporary art on works created in subsequent time periods to the present. 8. Recognize and appreciate art in new ways from a range of periods and cultures using various modes of art criticism.

Institution-specific Student Learning Outcomes

N/A

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Students will conduct an interview in their local community with pre-prepared questions derived from provided readings, images, and multimedia mediums. After conducting the interview, students will physically draw scenes described in the interview. In doing so, students will experience making art that contextually relates to the art of the artist examined in the provided instructional materials as a strategy for understanding messages. By also writing corresponding vignettes to accompany each drawing, students show they effectively communicate in various genres and mediums. Brief presentations utilizing the drawings and vignettes in poster form will serve to further assess student understanding and evaluating the topic of migration and art as will a instructor moderated question and answer session between the student presenter and their classmates after the presentation concludes.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

This project will enable students to identify perspectives and views on migration and art through various methods, i.e. interview, drawings, written vignettes, and a brief presentation. These methods will allow for contextually appropriate statement, definition, and description of the topic by students. The information gathered through review of the provided instructional materials and the student conducted interview. will serve as sufficient evidence to address the question of the influence of migration on art, and vice versa. Students will develop conclusions based on the gathered information from interview and other various genres and mediums.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

N/A

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

To ensure intercultural reasoning and competence, students will produce works of art based off interviews they conduct in their local community as a strategy for working with one's own and others' perspectives on the topic of migration. Presentations summarizing the drawings and written corresponding vignettes inspired by the interviews will be followed up with collaborative group discussions using a question and answer format. All students will thus have the opportunity to ask evaluation questions of their peers and also share their views via their presentations etc. for personal and mutual accountability.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

N/A

E. Supporting Documents

☒ Sample Course Rubric Attached (recommended)

☒ Sample Assessment Attached (required)

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer

1/24/19

Date

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Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Sample Assessment from ARTH 2130, Modern Art: Migrant Stories Project

First, please click on the following hyperlink for a introduction to artist, Jacob Lawrence, from MoMA Learn:
https://www.moma.org/learn/moma_learning/jacob-lawrence-migration-series-1940-41/

Next, please read the **Jacob Lawrence: Painter of Black History and Life** and **“A Child of the Great Migration” Tells the Tale** and click on the thumbnails provided of Lawrence's work. After completing these brief readings and viewing the images, scroll down and listen to the MP3 multimedia audio file titled, **Jacob Lawrence and curator Ann Temkin discuss Migration Series**. Once you have listened to the curator audio file next, please download the **MoMA Learning Worksheet Migrant Stories** provided under the "Tools and Tips" tab on the upper right of the webpage.

Referring to this worksheet, you will interview someone who migrated from one place to another. It could be someone who immigrated to a new country or someone who moved from one town to the next town. Gather background information about why they left and how they chose their new home, i.e. as noted on the MoMA site, "...sometimes, events beyond people's control, like war or natural disaster, leave them displaced and forced to migrate. Other times, people migrate voluntarily, perhaps in search of better work opportunities or a different lifestyle. For many artists, their own migrations and those of their ancestors shape their identities and the art they produce."

For this project, you will tell your interviewee's story. Illustrate scenes from their journey by drawing a series of six images, just as Jacob Lawrence did. Each scene will include a one-two paragraph vignette. Both the drawings and vignettes should be displayed on a poster.

Once completed you will create a brief 5-8 minute presentation using the poster as a visual aid. Your presentation should give summary of the interview and the scenes you chose to depict. You should also address any economic, political, cultural, religious, and environmental factors you may have gleaned in the interview that influenced the migration. Lastly, explain if you agree that people bring their traditions, knowledge, and beliefs with them when they migrate thus influencing their new home, with their own way of life using examples from the interview and what you learned about the Migration series by Lawrence.

You classmates will write two short questions apiece after listening to your presentation. These will be collected and a few drawn that you will then be asked to address. This project is worth a total of 15% of the final grade average and will use the rubric below.

Sample Rubric				
Component Skill	Novice (1)	Emerging (2)	Developing (3)	Proficient (4)
Communication				
Written work is appropriate for audience, intent, and context.				
Critical Thinking				
Formulation of an open-ended problem statement.				
Relevant information is identified/utilized to address the problem/question.				

Acquisition of evidence and evaluation of solutions.				
Response develops a conclusion that reflects an informed well-reasoned evaluation/argument.				
Personal and Social Responsibility				
A range of ethical perspectives are compared and a solution proposed from one or more of those perspectives.				
Evaluation of personal and social justice issues relative to specific contexts.				
Comparison of multiple solutions across social and cultural relationships.				
Evidence based determination of organizational, cultural, economic, or political factors of local and global problems.				

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	Art
Course Number, Title, Credits	ARTH 2140, Art of the American Southwest, 3
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Jennifer Rush Art History FT Instructor
Email and Phone Number of Contact Person	

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☐ Communications ☐ Mathematics ☐ Science ☐ Social & Behavioral Sciences
☐ Humanities ☒ Creative & Fine Arts ☐ Other

Which essential skills will be addressed?

☒ Communication ☒ Critical Thinking ☐ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

ARTH 2140, Art of the American Southwest

List all learning outcomes that are shared between course sections at your institution.

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. Recognize and identify the major Southwestern artistic traditions from prehistoric times to the present.
2. Recognize the cultural context of these traditions.
3. Distinguish the formal characteristics of a particular tradition.
4. Design an individual research project with a living artist.

Institution-specific Student Learning Outcomes

N/A

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Students will create a digital portfolio as part of a group project on cultural appropriation and Southwestern art. After producing the portfolio, students will write a 3-5 research paper with annotated bibliography on the topic using the works from the portfolio as examples. Next, students will create a brief 8-10 minute presentation to summarize their perspective on the topic and address the questions included on the topic in the assessment instructions. Oral presentation and discussion, written paper, and digital portfolio components of the project will allow students to effectively communicate in various genres and mediums. The presentations utilizing the portfolio and paper will serve to further assess student understanding and evaluating the topic of art and cultural appropriation as will a instructor moderated question and answer session between the group presenters and their classmates after the presentation concludes.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

This project will enable students to identify perspectives and views on cultural appropriation, intellectual property, copyright, art originality and cultural influences through various methods, i.e. digital images, written paper, and a brief oral presentation. These methods will allow for contextually appropriate statement, definition, and description of the topic by students. The information gathered through review of the provided instructional materials, the annotated bibliography, research paper, and creation of the curated digital portfolio will serve as sufficient evidence to address the issue of cultural appropriation and Southwest art. Students will thus come to well reasoned conclusions derived from these various genres and mediums.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

N/A

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

Students will evaluate cultural appropriation within the specific context of southwestern art. Students will comparatively examine the different viewpoints on the topic through research, portfolio, and presentation components to devise potential solutions and ensure intercultural reasoning and competency. Students will look at the topic of appropriation both from the point of view of the appropriated and those who appropriate as a strategy for working with one's own and others' perspectives on the topic. Study of this range of perspectives will culminate in students proposing an ethical solution at the end of their presentations. Presentations will be followed up with

collaborative group discussions using a question and answer format. All students will thus have the opportunity to ask evaluation questions of their peers and also share their views via their presentations etc. for personal and mutual accountability.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

N/A

E. Supporting Documents

X Sample Course Rubric Attached (recommended)

X Sample Assessment Attached (required)


F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Sample Assessment from ARTH 2140, Art of the American Southwest: Cultural Appropriation and Southwest Art Group Project

Please read the instructor provided articles on the origins of cultural imagery, its context, purpose, etc. through JSTOR. Keeping these articles, today's lecture, and our recent class discussion on the issues surrounding the property rights of such imagery, i.e. Zia symbol in mind you will complete a group project on the topic of cultural appropriation and southwestern art. Group members will decide delegation of tasks for this project. A log will be submitted to show break down of tasks and designations.

Your group is first tasked with creating a digital portfolio of three southwestern works of art that have in some way been victim to cultural appropriation with an example coming from each of the three major groups examined in the course (Native, Hispanic, and Anglo). Each entry in the portfolio should include proper labels, citation, an image, and a detailed contextual explanation of the work in terms of culture of origin, medium, function, date/stylistic period and role it played in its given society.

Next, your group will write 3-5 page paper with an annotated bibliography on the ethics surrounding cultural appropriation as it relates to art using the works from the digital portfolio as your main examples. The paper should focus on the issue through a sociocultural lens. What is the impact of cultural appropriation on art? Is cultural appropriation ethical wrong? In terms of influences, can a work of art be free of cultural appropriation? Does intent matter? How does cultural appropriation affect intellectual property? While copyright/trademark on intellectual property protects ownership status does such registration stop infringement? How might you associate this issue on a personal level especially if you are an artist? What are the possible solutions?

Finally, students will present their portfolios to the class in the form of a brief 8-10 minute presentation. Summary of the groups chosen works, views on the topic of art and cultural appropriation, and considered potential solutions should be included. An instructor led question and answer session will then follow for classmates to follow-up after the presentation concludes. This project is worth 15% of the course final grade average.

Sample Rubric				
Component Skill	Novice (1)	Emerging (2)	Developing (3)	Proficient (4)
Communication				
Written work is appropriate for audience, intent, and context.				
Critical Thinking				
Formulation of an open-ended problem statement.				
Relevant information is identified/utilized to address the problem/question.				
Acquisition of evidence and evaluation of solutions.				

Response develops a conclusion that reflects an informed well-reasoned evaluation/argument.				
Personal and Social Responsibility				
A range of ethical perspectives are compared and a solution proposed from one or more of those perspectives.				
Evaluation of personal and social justice issues relative to specific contexts.				
Comparison of multiple solutions across social and cultural relationships.				
Evidence based determination of organizational, cultural, economic, or political factors of local and global problems.				

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
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DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution **New Mexico Highlands University**
Department **Visual and Performing Art**
Course Number, Title, Credits **AH 210, Art History 1, 3 credit**
Co-requisite Course Number and Title, if any **0**
Is this application for your system (ENMU, NMSU, & UNM)? **NMHU**
Name and Title of Contact Person **David Lobdell, dlobdell@nmhu.edu , 505-454-3570**
Email and Phone Number of Contact Person

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☐ Communications ☐ Mathematics ☐ Science ☐ Social & Behavioral Sciences
☐ Humanities ☒ Creative & Fine Arts ☐ Other

Which essential skills will be addressed?

☒ Communication ☒ Critical Thinking ☒ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

ARTH 2110 History of Art I

List all learning outcomes that are shared between course sections at your institution.

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 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 institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. <i>Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.</i>

Effective communication is accomplished through the classroom activity questions, class participation and the essays on exams. Students will need to communicate with the instructor orally as well as through written work. Classroom contact time involves discussion and a required written response to a predetermined question. Students are expected to respond effectively to essay questions on exams.

Classroom activity questions are geared to stimulate a focused analyzation of the material being presented and often inspires questions from the students for the purpose of clarifying and informing their written response. The activity question is due one week from the lecture experience and must be a full page of writing (typed is half a page).

Exams involve written responses to specific questions sometimes based on classroom activity questions. Essays must be thoughtful and insightful, engaging with the question on theoretical and historical terms.

Classroom discussion is provoked by questions presented by both the instructor and the students. Its trajectory is guided by the instructor but carried forward by the students as a way to further investigate pertinent topics. The material covered is chronologically based on the textbook, moving through it chapter by chapter and visiting the major concepts that are presented.

Students are expected to identify major artworks from a variety of regions and time periods. investigate the methods of producing various works of art, articulate an understanding and appreciation for the political, social, spiritual, intellectual, and cultural contexts of art forms, comprehend and apply terms, methodologies and concepts common to studies of art history, developing a language to further understanding of art, and to compare works across a range of historical styles and periods.

Critical Thinking. <i>Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion</i>

Critical thinking skills align with Student Learning outcomes 1, 2 and 3 for this course. Critical and reflective thinking is accomplished through class participation, classroom activity questions, and essays on exams. Students will need to communicate with the instructor orally as well as through written work. Classroom contact time involves discussion and a required written response to a predetermined question. Students are expected to respond effectively to essay questions on exams.

Classroom activity questions are geared to stimulate a focused analyzation of the material being presented and often inspires questions from the students for the purpose of clarifying and informing their written response. The activity question is due one week from the lecture experience and must be a full page of writing (typed is half a page).

Exams involve written responses to specific questions sometimes based on classroom activity questions. Essays must be thoughtful and insightful, engaging with the question on theoretical and historical terms.

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spiritual, intellectual, and cultural contexts of art forms, comprehend and apply terms, methodologies and concepts common to studies of art history, developing a language to further understanding of art, and to compare works across a range of historical styles and periods.

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 the outcomes of the third essential skill. 200 – 300 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*

Personal and social responsibility is engaged with through discussing the social relevance and need for art in classroom lecture and in both the assignments and exam essays. Personal and social responsibility is a topic covered in the course material where relevance, value and public opinion are presented as questions and discussed at length. Students will need to engage with the topic of social response and personal responsibility by communicating with the instructor orally as well as through written work. Classroom contact time involves discussion and a required written response to a predetermined question. Students are expected to respond effectively to essay questions on exams, while engaging with issues of social and personal responsibility.

Classroom activity questions are geared to stimulate a focused analyzation of the material being presented and often inspires questions from the students for the purpose of clarifying and informing their written response. The activity question is due one week from the lecture experience and must be a full page of writing, or 250 words.

Exams involve written responses to specific questions sometimes based on classroom activity questions. Essays must be thoughtful and insightful, engaging with the question on theoretical and historical terms.

Classroom discussion is provoked by questions presented by both the instructor and the students. Its trajectory is guided by the instructor but carried forward by the students as a way to further investigate pertinent topics. Social and personal responsibility is a topic continually engaged with as an embedded topic within the Art History course textbook.

Students are expected to identify major artworks from a variety of regions and time periods. investigate the methods of producing various works of art, articulate an understanding and appreciation for the political, social, spiritual, intellectual, and cultural contexts of art forms, comprehend and apply terms, methodologies and concepts common to studies of art history, developing a language to further understanding of art, and to compare works across a range of historical styles and periods.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

Effective use of technology manifests through accessing NMHU Brightspace to view exam study images and study guides as well as monitoring progress through online gradebook and instructor e mail.

Students are expected to be fluent with online resources for a variety of purposes. They must be able to utilize a word program and are expected to access online gradebook to monitor their progress in the course. They will also find all classroom handouts posted there for the duration of the course. Exams must be accomplished by studying images online which are posted by the instructor prior to exams. Study guides are also posted. In order to communicate effectively with the instructor outside of the classroom meeting students are expected to use e mail.

E. Supporting Documents (required).

☐ Sample Course Rubric Attached ☒ Sample Assessment Attached

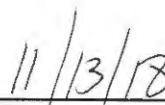
F. Assessment Plan (Must be on file with HED by August 1, 2019)

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 meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Sample assessment: [Essential Skill - Communication]

Art History 1, Activity Assignment #6: Byzantine Art represents imagery from the Christian Religion found primarily in churches. Describe the characteristics of Byzantine art and the architecture surrounding it.

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	New Mexico Highlands University
Department	Visual and Performing Art
Course Number, Title, Credits	AH 211, Art History 2, 3 credits
Co-requisite Course Number and Title, if any	0
Is this application for your system (ENMU, NMSU, & UNM)?	NMHU
Name and Title of Contact Person	David Lobdell, dlobdell@nmhu.edu , 505-454-3570
Email and Phone Number of Contact Person	

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☐ Communications ☐ Mathematics ☐ Science ☐ Social & Behavioral Sciences
☐ Humanities ☒ Creative & Fine Arts ☐ Other

Which essential skills will be addressed?

☒ Communication ☒ Critical Thinking ☐ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

ARTH 2120, History of Art II

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:

<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

State Mandated Student Learning Outcomes: 1. 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 institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Effective communication is accomplished through the classroom activity questions, class participation and the essays on exams. Students will need to communicate with the instructor orally as well as through written work. Classroom contact time involves discussion and a required written response to a predetermined question. Students are expected to respond effectively to essay questions on exams and to write a coherent and informed research paper.

Classroom activity questions are geared to stimulate a focused analyzation of the material being presented and often inspires questions from the students for the purpose of clarifying and informing their written response. The activity question is due one week from the lecture experience and must be a full page of writing, or 250 words.

Exams involve written responses to specific questions sometimes based on classroom activity questions. Essays must be thoughtful and insightful, engaging with the question on theoretical and historical terms.

Classroom discussion is provoked by questions presented by both the instructor and the students. Its trajectory is guided by the instructor but carried forward by the students as a way to further investigate pertinent topics. The material covered is chronologically based on the textbook, moving through it chapter by chapter and visiting the major concepts that are presented.

Students are expected to identify major artworks from a variety of regions and time periods, investigate the methods of producing various works of art, articulate an understanding and appreciation for the political, social, spiritual, intellectual, and cultural contexts of art forms, comprehend and apply terms, methodologies and concepts common to studies of art history, developing a language to further understanding of art, and to compare works across a range of historical styles and periods.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Critical and reflective thinking is accomplished through class participation, classroom activity questions, and essays on exams. Students will need to communicate with the instructor orally as well as through written work. Classroom contact time involves discussion and a required written response to a predetermined question. Students are expected to respond effectively to essay questions on exams.

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common to studies of art history, developing a language to further understanding of art, and to compare works across a range of historical styles and periods.

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 the outcomes of the third essential skill. 200 – 300 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*

Personal and social responsibility is engaged with through discussing the social relevance and need for art in classroom lecture and in both the assignments and exam essays. Personal and social responsibility is a topic covered in the course material where relevance, value and public opinion are presented as questions and discussed at length. Students will need to engage with the topic of social response and personal responsibility by communicating with the instructor orally as well as through written work. Classroom contact time involves discussion and a required written response to a predetermined question. Students are expected to respond effectively to essay questions on exams, while engaging with issues of social and personal responsibility.

Classroom activity questions are geared to stimulate a focused analyzation of the material being presented and often inspires questions from the students for the purpose of clarifying and informing their written response. The activity question is due one week from the lecture experience and must be a full page of writing, or 250 words.

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Classroom discussion is provoked by questions presented by both the instructor and the students. Its trajectory is guided by the instructor but carried forward by the students as a way to further investigate pertinent topics. Social and personal responsibility is a topic continually engaged with as an embedded topic within the Art History course textbook.

Students are expected to identify major artworks from a variety of regions and time periods, investigate the methods of producing various works of art, articulate an understanding and appreciation for the political, social, spiritual, intellectual, and cultural contexts of art forms, comprehend and apply terms, methodologies and concepts common to studies of art history, developing a language to further understanding of art, and to compare works across a range of historical styles and periods.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

Effective use of technology manifests through accessing NMHU Brightspace to view exam study images and study guides as well as monitoring progress through online gradebook and instructor e mail.

Students are expected to be fluent with online resources for a variety of purposes. They must be able to utilize a word program and are expected to access online gradebook to monitor their progress in the course. They will also find all classroom handouts posted there for the duration of the course. Exams must be accomplished by studying images online which are posted by the instructor prior to exams. Study guides are also posted. In order to communicate effectively with the instructor outside of the classroom meeting students are expected to use e mail.

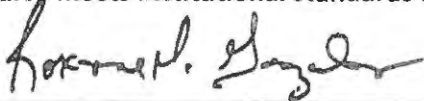
E. Supporting Documents (required).

☐ Sample Course Rubric Attached ☒ Sample Assessment Attached

F. 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 meets institutional standards for general education.



Signature of Chief Academic Officer

11/13/18
Date

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Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Sample Assessment: [Essential Skill - Communication]

Essays: There are three required essays, each essay being one page long. Essay topics must be chosen from the following list. Discussion must center on the characteristics of the art period and its relationship to its time. Students may choose to compare and contrast art periods from the list. Repetitive information will only receive credit once. Essays are worth 10 points each (30 points).

Essay Topic Choices (choose 3):

1. Rococo
2. Neoclassicism
3. 18th century trends in British Painting: portraiture and genre painting
4. Romanticism
5. Spain and Spanish America
6. Romantic Landscape Painting: the sublime
7. Realism
8. Early Modernism: Manet and photography
9. Impressionism

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	New Mexico Highlands University
Department	Media Arts and Technology
Course Number, Title, Credits	NMHU MART 261, History of Motion Pictures, 3 credits
Co-requisite Course Number and Title, if any	NA
Is this application for your system (ENMU, NMSU, & UNM)?	NMHU
Name and Title of Contact Person	Miriam Langer, Chair, Media Arts and Technology
Email and Phone Number of Contact Person	melanger@nmhu.edu

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☐ Communications ☐ Mathematics ☐ Science ☐ Social & Behavioral Sciences
☐ Humanities ☒ Creative & Fine Arts ☐ Other

Which essential skills will be addressed?

☒ Communication ☒ Critical Thinking ☒ Information & Digital Literacy
☒ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

FDMA 1110

Film History - 100 level Included Courses: NMSU CMI 300 NMSUC CMT 170 SFCC FILM 155 NMHU MART 261

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

- 1) Develop appreciation for the history of cinema.
- 2) Develop knowledge of the key eras in the history of US cinema.

- 3) Learn the characteristics of major movements in international cinema.
- 4) Explain technological innovations that were necessary for, and integral to, the advancement of cinema.
- 5) Recognize the various elements that go into telling a story in cinema.

Institution-specific Student Learning Outcomes

- 1) Learn to express, in speech and in writing, clear and informed critical thinking about film.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Through the viewing of important films from the beginning of cinema through contemporary films, students will learn to discern between genres, different mediums, and film production styles. Students will compare and contrast films during class discussions, presentations, and written papers. This class is presented through lectures, viewings, discussions, presentations by students and visiting filmmakers. Students will be required to take notes, which will be used to address written questions and discussion topics.

Communication skills will be practiced through the discussion on the history of cinema and its continued evolution to the present day. Students will present their arguments in both oral and written form on assignments given throughout the course.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

- 1) Learn to think critically and objectively about film content and themes.
- 2) Learn to express, in speech and in writing, clear and informed critical thinking about film.
- 3) Learn to assess the socio-political implications of film productions, given the time/place of their creation

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

In this class, students will assess the history of film and think critically about the history of cinema production – what does it cost to make films? Who gets to make them, and whose stories are told, as a result? This course addresses the quantitative issues of production and representation. Why are there so many sequels instead of original films being made? What is the cost of creating original films? Who benefits? Students will watch films, look at the cost breakdowns of classic and contemporary films, and discuss these topics critically and quantitatively.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

Students in this class will watch films that represent unfamiliar narratives and complex histories. Films will address different points of view, documentary and fictional representations of similar topics, and students will have to consider, write about and discuss the different perspectives as shown in the films, their different (possibly opposing) ideas and opinions with each other. The class will practice active listening to engage the empathetic response, and contextualize the films in the context of historical and current events, locally, nationally and globally.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

- 1) Develop knowledge of the key eras in the history of US cinema.
- 2) Learn the characteristics of major movements in international cinema.
- 3) Explain technological innovations that were necessary for, and integral to, the advancement of cinema.

E. Supporting Documents (required).


☐ Sample Course Rubric Attached ☒ Sample Assessment Attached

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan Click here to enter text.

<http://www.nmhu.edu/wp-content/uploads/2018/10/NMHU-General-Education-Assessment-Guidelines.pdf>

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

New Mexico General Education Curriculum Course Certification Instructions

The goal of the new model 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 associated with its content area.

A. Institution and Course Information

Fill in the table provided with institutional and course information. Include the name, title, and contact information for a faculty member who will be available to respond to questions about the course and provide supplemental material.

B. Content Area and Essential Skills

The defining characteristic of a New Mexico general education course is its focus on essential skills. Three essential skills are associated with each of six content areas, as shown in the table below. Faculty teaching courses within any given content area must work to instill the three related essential skills in their students while also addressing content and skills associated with the particular course.

Each of the essential skills listed in the table below is linked to a general education essential skills rubric on the New Mexico Higher Education Department Website.

ALIGNMENT OF ESSENTIAL SKILLS TO CONTENT AREAS WITHIN THE NEW MEXICO GENERAL EDUCATION CURRICULUM	
General Education Content Area	Skills associated with the content area
Communications	<u>Communication</u> <u>Critical Thinking</u> <u>Information & Digital Literacy</u>
Mathematics	<u>Communication</u> <u>Critical Thinking</u> <u>Quantitative Reasoning</u>
Science	<u>Critical Thinking</u> <u>Personal & Social Responsibility</u> <u>Quantitative Reasoning</u>
Social & Behavioral Sciences	<u>Communication</u> <u>Critical Thinking</u> <u>Personal & Social Responsibility</u>
Humanities	<u>Critical Thinking</u> <u>Information & Digital Literacy</u> <u>Personal & Social Responsibility</u>
Creative and Fine Arts	<u>Communication</u> <u>Critical Thinking</u> <u>Personal & Social Responsibility</u>

On the certification form, check the box of the content area to which the course will be added. Then check the boxes next to the three essential skills associated with that content area.

Note: *If proposing a course that does not fall within a single General Education content area (as part of your institution's flexible nine), including interdisciplinary courses, select any three of the five essential skills from the table above for association with course learning outcomes.*

C. Learning Outcomes

List all learning outcomes for the course. In the first box, list the approved common student learning outcomes. In the second box, list the student learning outcomes that are common to all sections offered at the institution regardless of instructor.

Note: *Shared learning outcomes should be provided to all course instructors for inclusion in their course syllabi.*

D. Narrative

In the boxes provided, write a short (less than 300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Please refer to the general education essential skills rubric on the HED Website when completing the narrative portion of the form to get an idea of the language used by the committee to discuss the essential skills. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

E. Supporting Documents

Attach a sample assessment and rubric. The assessment and rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

F. Assessment Link

Provide a link to a description of your institutional plan for assessment of general education learning outcomes (the link must be on file with HED by August 1, 2019).

GELZER: HMP MIDTERM TEST
(30 points total)

NAME: _____

1. [2 points]

- Define PERSISTENCE OF VISION.

- WHY does it matter for watching movies?

Assessment: This question addresses, technical literacy, by requiring an explanation of film history vocabulary

3. [3 points]

- WHO directed *Voyage to the Moon*?

- Briefly DESCRIBE the scene you remember best from it.

- WHY that one? (I am NOT asking you whether you liked the movie!)

Assessment: This question requires critical thinking, beyond the "I liked it." response. Students use their writing skills to describe a scene, then critical thinking to assess why it was memorable.

5. [2 points]

Briefly EXPLAIN how the Lincoln assassination scene from *The Birth of a Nation* shows D. W. Griffith's innovative "multi-angle" filmmaking technique.

Assessment: Requires quantitative thinking about the time, effort, and resources required for complicated camera shots this early in cinema's history

10. [1 point]

Give one specific example of an element YOU SAW in *Nosferatu* that marks it as German Expressionism.

Assessment: Critical thinking and communication - requires students to think through a film sequence and match it to the correct genre.

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	English
Course Number, Title, Credits	2330, Introduction to Poetry Writing, 3
Co-requisite Course Number and Title, if any	N/A
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	Daniel Peterman, Full Time English Faculty
Email and Phone Number of Contact Person	(505) 224-4000 ext. 53007

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☐ Communications ☐ Mathematics ☐ Science ☐ Social & Behavioral Sciences
☐ Humanities ☒ Creative & Fine Arts ☐ Other

Which essential skills will be addressed?

☒ Communication ☒ Critical Thinking ☐ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

ENGL 2330 Introduction to Poetry Writing

List all learning outcomes that are shared between course sections at your institution.

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 various forms, styles, elements, and conventions of poetry.
2. Write, revise, analyze and present their own poetry and the poetry of others.
3. Respond constructively and respectfully to other writers' poems.
4. Compare and contrast different styles of poetic expression.
5. Articulate how choices in language can impact a poem's meaning.

Institution-specific Student Learning Outcomes

N/A

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.
--

The enclosed sample assignment makes use of genre and medium awareness by asking students to analyze a poem using "various poetic craft features to convey meaning to the reader, such as: *image, language (including metaphor, simile, sound, etc.), persona & voice, line & form, rhythm & rhyme, pacing, leaps & associations, & movement.*" By asking students to focus on these elements, the assignment requires them to demonstrate a knowledge and understanding of genre and medium conventions of poetry. Students are also reminded that "analysis revolves around answering the questions 'how' & 'why'" and are required to write a response that makes of these types of tasks, thus the writing assignment also requires a genre awareness of analytical writing conventions. Additionally, as students are required to write an academic paper, they must follow standard MLA formatting and citation conventions, another genre and medium convention of an analytical essay. All of these combine for an assignment that requires students to first obtain and then demonstrate an awareness and application of genre and media conventions of both poetry and analytical essay writing. Furthermore, students are required to draw upon specific examples from the provided poem while also developing skills in writing similar poetry, thus gaining a greater depth of awareness of the genre and medium of poetry as they craft their own work.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion
--

The provided assignment addresses critical thinking through the use of evidence evaluation. Students are provided with a poem to analyze and are required to draw conclusions about the poem's use of craft features when analyzing it by directly engaging with the text of the poem and calling upon specific examples when answering questions about how and why the poem is crafted to offer a larger meaning through evaluation. To accomplish this, students are required to incorporate lines and passages from the poem to answer questions such as "How is the form of the poem working against/with the content? Why do you think the poet broke the poem's lines where they are broken? What role does sound (does rhythm) play in the poem? What does the world look like that is being enacted by this poem? (Image)." The poem is the extent of their materials to draw from in the essay and thus requires that students engage with it as evidence in need of evaluation. Furthermore, when addressing this evidence, students are expected to use the understanding gained through their evaluations when writing their own poetry as part of the class' requirements, thus making decisions about the quality of the poem being evaluated.

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 the outcomes of the third essential skill. 200 – 300 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*

This assignment addresses the essential skill or Personal and Social Responsibility by way of intercultural reasoning and intercultural competence. The assigned poem was written by an Israeli poet and was translated into English. As a result, this helps broaden students' perceptions of literature as so much of literature has traditionally been taught in a western (British and American) milieu and works of literature not fitting into this category are often taught in ethnic literature courses. While the primary focus of this assignment is to analyze the poem for how it uses craft features of poetry to answer some essential questions, students must also take into consideration the cultural framework within which the poem was created, how this may have effected style and other choices, and how these various elements have also been affected by the act of translation into English. Additionally, this poem, titled "In the Middle of This Century," is referring to events happening outside of the western hemisphere in a time before the majority of the students would have been born, encouraging them to learn more about the culture and events alluded to in the poem. This aspect of the assignment requires students to gain a greater awareness and competence of the situation in which the poet created this work.

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 the outcomes of the third essential skill. 200 – 300 words.

E. Supporting Documents

☐ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer

1/24/19

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date _____

English 2222.101
Creative Writing: Poetry
Poetry Explication
40 points
Due 10/25 in class.

For your poetry explication you will read and analyze the poem "In the Middle of This Century" by Israeli poet Yehuda Amichai.

To explicate a poem, you must analyze how the poem makes use of various poetic craft features to convey meaning to the reader, such as: *image, language (including metaphor, simile, sound, etc.), persona & voice, line & form, rhythm & rhyme, pacing, leaps & associations, & movement.*

What does the poem allow us to say about it, about the world created by that poem? What does the poem allow us to bring back to the actual, pedestrian, daily world we inhabit?

Consider:

How is the form of the poem working against/with the content?

Why do you think the poet broke the poem's lines where they are broken?

What role does sound (does rhythm) play in the poem?

What does the world look like that is being enacted by this poem? (Image)

Remember that an analysis revolves around answering the questions "how" & "why." *How* is the author constructing his poem and why is he choosing *this* language, *this* form, *these* images, and so on. Your analysis should be in-depth and remember you should **cite specific lines in the poem**. If you're going to analyze an image, you should probably cite the image in the poem, don't you think?

Format:

Your paper should be between 2-3 pages, typed and double-spaced.

In upper left corner on first page: your name, my name, class & section, date.

In upper right corner on each page: your last name and page number (Aronson 1).

MLA in-text citation example:

In Emily Dickinson's "I died for Beauty – but was scarce," Dickinson ends the poem with an ominous sense of erasure, she writes that "Moss had reached our lips – / And covered up – our names –" (lines 11-12).

MLA Works Cited:

Amichai, Yehuda. "In the Middle of this Century." *The Poetry of Yehuda Amichai*. Farrar Straus and Giroux. New York, 2015. Print.

In the Middle of This Century

By Yehuda Amichai (Translated by Assia Gutmann)

In the middle of this century we turned to each other
With half faces and full eyes
like an ancient Egyptian picture
And for a short while.

I stroked your hair
In the opposite direction to your journey,
We called to each other,
Like calling out the names of towns
Where nobody stops
Along the route.

Lovely is the world rising early to evil,
Lovely is the world falling asleep to sin and pity,
In the mingling of ourselves, you and I,
Lovely is the world.

The earth drinks men and their loves
Like wine,
To forget.
It can't.
And like the contours of the Judean hills,
We shall never find peace.

In the middle of this century we turned to each other,
I saw your body, throwing shade, waiting for me,
The leather straps for a long journey
Already tightening across my chest.
I spoke in praise of your mortal hips,

You spoke in praise of my passing face,
I stroked your hair in the direction of your journey,

I touched your flesh, prophet of your end,
I touched your hand which has never slept,
I touched your mouth which may yet sing.

Dust from the desert covered the table
At which we did not eat
But with my finger I wrote on it
The letters of your name.

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	English
Course Number, Title, Credits	2520, Film as Literature, 3
Co-requisite Course Number and Title, if any	N/A
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	Daniel Peterman, Full Time English Faculty
Email and Phone Number of Contact Person	dpeterman@cnm.edu (505)224-4000 ext. 53007

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☐ Communications ☐ Mathematics ☐ Science ☐ Social & Behavioral Sciences
☐ Humanities ☒ Creative & Fine Arts ☐ Other

Which essential skills will be addressed?

☒ Communication ☒ Critical Thinking ☐ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

ENGL 2520

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Develop an understanding of the cultural, historical, and technical contexts for various films.

2. Identify, define, and analyze basic film techniques used in different genres and time periods.
3. Analyze how film uses literature by studying different sources of adaptation.
4. Demonstrate an understanding of film in its various aspects by writing film analysis, reviews, and/or other projects.

Institution-specific Student Learning Outcomes

N/A

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

The attached assignment addresses the essential skill of communication by way of Genre and Medium Awareness. The assignments asks students to closely analyze a scene from a film. In order to do so, they must address a number of medium features particular to film, such as action, characters, framing, camera angles, camera movement, lighting, sound, and transitions. In doing so, they must use vocabulary or jargon particular to film making. Furthermore, students must use this knowledge and discussion of the medium to discuss genre features of the selected film for analysis. They are required to analyze how these features are used to contribute to the plot, characters, point of view, and tone. In this discussion, students must discuss these within this particular genre and medium as opposed to a discussion of point of view or characters in a written medium, such as in a novel. However, while discussing these features in their distinct genre and medium context, students are also asked to consider how these features are similar to other forms of literature. Students are also asked to frame this assignment as an analysis, meaning they must also demonstrate an awareness and understanding of the analysis genre of writing and make use of its various features.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

This assignment addresses the essential skill of Critical Thinking through the use of evidence evaluation. As students are asked to focus on the film itself as opposed to doing additional outside research, the evidence is coming directly from the source material. This assignment asks students to “View the entire film. Then choose a scene from the film (from ten to twenty shots in length) to analyze. Think of a scene that tells part of the overall film’s narrative.” As a result of this, the evidence being considered in the essay is coming directly from the film being analyzed. Therefore, one of the primary tasks of this assignment is to evaluate particular aspects of the film in terms of how issues like “how does the scene contribute to the overall story” or “what does this scene tell you about the major character or characters?” This requires students to apply a deeper level of thinking than simply recounting events or describing the characters and their actions but asks them to carefully evaluate the evidence that the film provides to viewers to draw their conclusions. In addition to the broader strokes of on-screen action, students must also evaluate a number of craft features such as shot composition, editing, framing, and sound to understand more fully how the scene provides evidence for their interpretation and understanding of the film.

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 the outcomes of the third essential skill. 200 – 300 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*

The attached assignment assesses the essential skill of Personal and Social Responsibility through the use of Collaboration skills, teamwork and value systems. The assignment asks students to look at how a scene contributes to the larger development of a film in general and in doing so, they must take a variety of aspects into consideration: framing, camera work, lighting, sound, transitions, the choices made by actors as well as the costumes the actors are wearing, and the direction the actors receive from the film's director. In doing so, students become more aware of the collaborative nature of filmmaking. Literature is often framed as the work of a solitary creative mind, but close analysis of a film requires the depths of collaboration and teamwork at play. The actors and director must collaboratively make choices about performances. Both are working from a screenplay often written by someone else and must make decisions about how lines and dialogue are delivered. The director and photographers must use teamwork to compos shots. Both must also work with lighting technicians. In asking students to consider these various factors, students gain a greater understanding and appreciation for the level of teamwork and collaboration that goes into the successful creation of a film and the particular scene their paper is focusing on.

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 the outcomes of the third essential skill. 200 – 300 words.

E. Supporting Documents

☒ **Sample Course Rubric Attached** (recommended) ☒ **Sample Assessment Attached** (required)

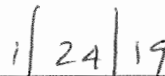
F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____

Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____

Date

English 2210
Summer 2015
Shot-by-shot viewing project
Due: 7/15/2015 @ 5.30 p.m. in CNM Learn

Good movies, like good stories, poems, and plays, are best read or viewed more than once. Under close analysis, a well-made film can reveal qualities and meanings which we miss the first time through. The purpose of this assignment is to take another, careful look at one of the films we have seen or will see this semester in order to appreciate how it was made and how it works.

Select any film to study from the course syllabus. View the entire film. Then choose a scene from the film (from ten to twenty shots in length) to analyze. Think of a scene that tells part of the overall film's narrative. **Please do not ask if you can analyze a film that is not on the syllabus.**

Part 1. Do a shot-by-shot analysis of the scene. Your analysis should include the following for each shot (You do not have to use complete sentences in Part 1):

1. A brief description of the shot (action, setting, characters)
2. Framing (close-up, medium shot, long shot)
3. Camera angles (low angle, high angle, eye level)
4. Camera movement (tilt, crane, zoom, pan, track, none)
5. Lighting (high key, low key, back lighting, front lighting, normal)
6. Sound (describe any dialogue, music, voice over, or sound effects)
7. Transitions (cut, dissolve, wipe, other optical effects)

NOTE: You may list the elements (1-7) for each shot or describe them in paragraph form, but they should all be accounted for.

Part 2. Answer the following questions about your chosen scene:

1. PLOT. How does this scene contribute to the ongoing story? Tell how the scene fits into the story.
2. POINT OF VIEW. Does this scene present an objective view of the events, or does it represent someone's subjective account? Explain. How is the camera used to emphasize point of view?
3. CHARACTER. What does this scene tell you about the major character or characters? Refer as specifically as you can to the actors' movements, words, and dress as revealed by the camera.

4. TONE. Describe the overall mood of this scene. Is it mysterious, funny, sad?
How do the lighting and camera work help to create this mood?

Shot by Shot: Response Criteria

	Very Well	Well	Some- what	Poorly or not at all
The Assignment				
<i>The analysis of the scene accurately and completely accounts the 7 required elements (part B).</i>				
The analysis interprets the scene according to plot, point of view, character, and tone (part C).				
In General (part C)				
Sentences are consistently phrased and punctuated.				
The language is precise, and the wording exact and <i>accurate</i> .				
Grammar, usage, spelling, MLA format, including citation and documentation, as well as mechanics are correct.				

Comments:

Grade:

NEW MEXICO HIGHER EDUCATION DEPARTMENT



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New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	Music
Course Number, Title, Credits	MUSC 1130, Music Appreciation, 3 credit hours
Co-requisite Course Number and Title, if any	None
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Vincent S Schenck, Full Time Faculty Music
Email and Phone Number of Contact Person	vschenck@cnm.edu 505-508-3711

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☐ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☐ Communications ☐ Mathematics ☐ Science ☐ Social & Behavioral Sciences
☐ Humanities ☒ Creative & Fine Arts ☐ Other

Which essential skills will be addressed?

☒ Communication ☒ Critical Thinking ☐ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

MUSC 1130

List all learning outcomes that are shared between course sections at your institution.

1. Develop a vocabulary of musical terms, and be able to describe music using those terms
2. Demonstrate knowledge of composers, their music and their relationship to historical periods
3. Recognize how music played and plays a political, social, and cultural function

4. Identify well-known pieces and the historical and social context in which they were composed
5. Demonstrate basic understanding of music notation and musical communication

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Throughout the course, instructors present listening examples of historical and/or contemporary musical works to facilitate student's genre and medium awareness. Students will attend classical music concerts and, in written form, provide a reflection and evaluation of the performances applying a theoretical and cultural lens. Student concert reports evaluate the auditory experience of the performance while producing arguments to defend their critiques of the technical skills in the musical works presented.

Reference: Sample Assessment – Concert Form

See questions: 5, 7, 8, 9

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students will apply problem solving in their concert reports. Students will acquire evidence for their report by analyzing and evaluating various aspects of musical compositions including: instrument recognition, historical eras, composer, genre, and the application of musical terms and concepts. In the final portion of the report form, students defend and evaluate their reasoning and conclusions about two separate pieces by the same composer in a live versus recorded performance.

Reference: Sample Assessment – Concert Form

See questions: 5, 7, 8, 10

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 the outcomes of the third essential skill. 200 – 300 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*

Throughout the semester, students are exposed to a variety of music by composers from different parts of the world and time periods and will apply an understanding of intercultural reasoning and competence by participating as an audience member of a classical concert. By attending a collaborative live musical performance, students are exposed to sounds made by acoustic instruments and voices which are based on human made music systems that reflect the patterns and proportions of the natural world. In the performance environment, students will develop a knowledge and practice of civic engagement (concert etiquette).

Reference: Sample Assessment – Concert Form

See questions: 1-4, 9, Program

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 the outcomes of the third essential skill. 200 – 300 words.

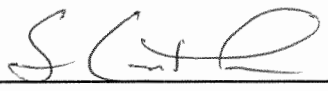
E. Supporting Documents

☒ **Sample Course Rubric Attached** (recommended) ☒ **Sample Assessment Attached** (required)

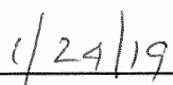
F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Name: _____

Concert Report #2 (50 points) "Classical" Concert

Instructions: Attend a Classical concert, get a Program of the concert and attach it to this form. Professional concerts get 20 points of extra credit.

Include this form, the concert program and the ticket.

Sign your name on the concert Program

Important: Keller Hall event programs must be stamped twice. (There will be someone at the desk who will stamp your program before the concert begins and again after the concert has ended.)

Chatter concert programs must be signed by an official at the front desk. Please include a photo of the inside of the venue as well, not to be taken during the performance.)

NOTE: DO NOT take this form to the concert – have the experience then fill it out at home

CONCERT SETTING (8 points)

1. Date of Concert:

Place of concert:

2. Name of ensemble(s) or group performing:

3. Describe the concert environment (performance hall, performer's attire, audience size and attire, and where you were seated):

4a. Were program notes provided? Yes No 4b. Were there any spoken remarks about the concert? Yes No

Change in program? Yes No

Any comments regarding the composer, the performers or the compositions performed?

CONCERT MUSIC (2 points):

5. Which genres of music were performed?

Sonata (Chamber Music) Symphony Concerto Opera excerpt

Chorus

6. Were any of the works programmatic (*music with literary or pictorial associations*)? Yes No

If yes, which compositions were programmatic?

7. Choose **two complete works** from the program and fill in the blanks **(12 pts)**

Composition #1

Name of Composer: _____

Composition Title: _____

Movements/ Tempo markings, if through-written, just leave blank:

I. _____ III. _____
II. _____ IV. _____

Historical Era of Work: _____

choose from: **Medieval** - pre-1450, **Renaissance** – 1450-1600, **Baroque** - 1600-1750, **Classical** 1750 – 1820, **Romantic** 1820 – 1900, **20th Century** 1901 – 2000, **21st Century** 2001 - present –

Describe the overall mood of the music:

Name the instruments that were used and make sure to list any featured (solo) instruments or vocalists:

Composition #2:

Name of Composer: _____

Composition Title: _____

Movements/ Tempo markings, if through-written, just leave blank:

I. _____ III. _____
II. _____ IV. _____

Historical Era of Work: _____

choose from: **Medieval** - pre-1450, **Renaissance** – 1450-1600, **Baroque** - 1600-1750, **Classical** 1750 – 1820, **Romantic** 1820 – 1900, **20th Century** 1901 – 2000, **21st Century** 2001 - present -

Describe the overall mood of the music:

Name the instruments that were used and make sure to list any featured (solo) instruments or vocalists:

8. Choose one movement of a piece to describe in detail. USE AT LEAST TWO MUSICAL TERMS (8 points) in the correct context.

Choose among these items to discuss: Describe melody, mode, meter, tempo, rhythm, dynamics, texture, harmony. Was there a voice or instrument timbre that affected you emotionally?

Pro Tip: Look up a recording of the piece to help you in your description and refresh your memory of what you heard.

Write your description here:

9. Write a **brief narrative (10 points)** about this concert experience. Was there anything about the concert that surprised you? Include your **overall reaction to the concert and compare this experience to that of the first concert.**

10. (10 points) Choose one of the pieces that was performed on the concert. Find a **YouTube** video of a performance of a **different** composition by the same composer, and answer the following questions. (If you can't find a youtube recording by the same composer, pick a composer from the same country and era).

Name of composer selected:

YouTube composition by the composer chosen:

- 1) Is the YouTube performance in a similar or different style from the live performance you heard by the same composer? What is similar or different about the musical style?
- 2) Compare the execution of each composition. Did one performance feature more highly skilled performers? If so, which performance featured more highly skilled performers?
- 3) What are the benefits of attending a live concert, and what are the benefits of listening to recordings of performances? Compare each listening experience.
- 4) Do you enjoy music by this composer? Describe what you like or dislike about this composer using examples from both selections.
- 5) Which selection do you like better? Describe what you like about it.

1.

2.

(continued)

3.

4.

5.

MUSC 1130 Music Appreciation Scoring Rubric

Component Skill	Novice (1)	Emerging (2)	Developing (3)	Proficient (4)
Communication				
Genres				
Composer, composition, movements, instruments, historical era, mood				
Musical elements				
Narrative				
Critical Thinking				
Genres				
Composer, composition, movements, instruments, historical era, mood				
Musical elements				
Favorite piece comparison				
Personal and Social Responsibility				
Date, place, ensemble, environment, program inclusion				
Narrative				

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New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	New Mexico Highlands University
Department	Visual and Performing Arts
Course Number, Title, Credits	Music 100, Music Appreciation: Western Music, 3 cr.
Co-requisite Course Number and Title, if any	None
Is this application for your system (ENMU, NMSU, & UNM)?	Yes
Name and Title of Contact Person	Edward Harrington, Associate Professor of Music Technology and Education
Email and Phone Number of Contact Person	eharrington@nmhu.edu , 505-454-3569

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☐ Communications ☐ Mathematics ☐ Science ☐ Social & Behavioral Sciences
☐ Humanities ☒ Creative & Fine Arts ☐ Other

Which essential skills will be addressed?

☒ Communication ☒ Critical Thinking ☐ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

MUSC 1130, Music Appreciation: Western Music

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:

<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

(New Mexico Common Music Courses, December 2017, p. 19 - Music Appreciation - 100-Level) 1. Develop a vocabulary of musical terms, and be able to describe music using those terms 2. Demonstrate knowledge of composers, their music and their relationship to historical periods 3. Recognize how music played and plays a political, social, and cultural function 4. Identify well-known pieces and the historical and social context in which they were composed 5. Demonstrate basic understanding of music notation and musical communication

Institution-specific Student Learning Outcomes

1. Experience free, public, on-campus performances of Western Culture music in order to deepen the student's understanding of the aesthetics, composition elements, and musical performance practices therein

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Genre and Medium Awareness are developed by students through reading assignments, class discussions, and lecture presentations. Then, Genre and Medium Awareness and Application and Versatility are assessed by the instructor through written assessments and brief "in-class" essay assignments, where students define concepts introduced in reading assignments, class discussions, and lecture/demonstrations. Communication assessments also occur through concert attendance essays where students describe their experience using concepts discussed in the course. As students listen to music in and outside of class, one of the objectives is to understand what messages the composer is attempting to convey. Background on the historical context of the composition, and the life events of the composer help provide a deeper understanding of such artistic messages. The title of a work can shed light on what the composer believed to be meaningful in regards to the music. Functionality is also an important component of student's medium awareness, that is, some music is for religious services, while other music celebrates the life of a lost loved one. The context of such music is vital to genre and medium awareness, especially with music devoid of language. Still other genres of music completely avoided the handle of function or text, as such composers sought to create "absolute" music, whose meaning was to be generated solely within the minds and hearts of the listeners.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Reasoning/Conclusion methods are developed through music-historic examples provided by the instructor. Then, assessment occurs when students demonstrate reasoning/conclusion skills by completing in-class essay assignments. For the in-class essays, a logical premise is provided to students, who are then required to provide conclusions drawn from evidence provided in the course, while the conclusions have not previously been given in

class discussions or reading assignments. A basic methodology for critical thinking is provided to students in the syllabus and discussed prior to the exercises. Several examples are also provided, such as the problem setting of “why was it significant that Beethoven’s 9th Symphony on the topical theme of brotherhood, included a Turkish march?” Then, students are asked to provide evidence for their conclusions. For the assignment to be productive, background discussions from previous classes must have provided a significant level of information that can be used by the students as evidence.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

N/A

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

Music Appreciation: Western Music helps students develop Ethical Reasoning, Global Civic Knowledge, and Intercultural Experience by considering critical events in music history. Seminal historical events provide a sparks for cultural and musical change, thereby stimulating discussions in this course on Personal and Social Responsibility. Significant musical compositions helped to create, or at least reflect the zeitgeist of civic knowledge that often led to cultural shifts. Understanding such shifts in cultures should foster a better understanding of the role of music in the context of global social change. By contrasting the actions of historical figures with the present day, the intercultural reasoning and competence can be examined across swaths of historical events. Collaboration and teamwork are essential components of music and the classroom. Understanding cultural shifts in history, highlighted with major musical works, can illustrate the connections between individual action and resulting societal actions. Personal Responsibility is assessed by participation in class and in concert attendance assignments, where the context of attending “classical” music concerts requires an empathetic understanding of varied global and musical styles. With in-class essays, personal responsibility is reinforced when the student may use their handwritten notes from previous class meetings. Collaboration is encouraged in the event that some students have information missing in their own notes. Then, participating in a “classical” music concert reinforces social engagement, as certain structures of behavior and empathy are expected between the audience and performers.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

N/A

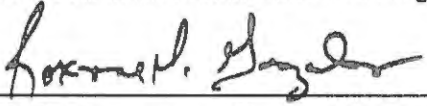
E. Supporting Documents

☐ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

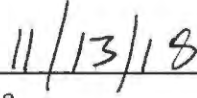
F. Assessment Plan (Must be on file with HED by August 1, 2019)

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 meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

SAMPLE ASSESSMENT -- Music Appreciation -- NMHU

SHORT ANSWER QUESTIONS

1. Johann Sebastian Bach wrote sacred music for his employer, the _____ church.
[ESSENTIAL SKILL OF PERSONAL AND SOCIAL RESPONSIBILITY] – Civic knowledge, collaboration
[ESSENTIAL SKILL OF COMMUNICATION] – Genre and medium awareness, vocabulary, knowledge of composers
2. A piece of music called a _____ features a *group of soloists* accompanied by an orchestra.
[ESSENTIAL SKILL OF COMMUNICATION] – genre and medium awareness, vocabulary
3. Large melodic building blocks in music, called _____ are used to create unity in a music composition.
[ESSENTIAL SKILL OF COMMUNICATION] – genre and medium awareness, vocabulary
4. Small melodic or rhythmic building blocks in music are known as _____.
[ESSENTIAL SKILL OF COMMUNICATION] – genre and medium awareness, vocabulary
5. The Berlioz theme technique for his “beloved” recurs in every movement of the symphony, and is called _____.
[ESSENTIAL SKILL OF PERSONAL AND SOCIAL RESPONSIBILITY] – civic knowledge, collaboration
6. In Paris, Chopin wrote piano pieces that sound similar to dances from his home, one of which was a _____.
[ESSENTIAL SKILL OF PERSONAL AND SOCIAL RESPONSIBILITY] – civic knowledge, global engagement
7. Two Women composers in the Romantic era, the earliest in history to be recognized on the same level as male composers, were _____ and _____.
[ESSENTIAL SKILL OF PERSONAL AND SOCIAL RESPONSIBILITY] – civic knowledge, global engagement
8. When concert music represents a country, such as imitating folk music or using folklore, it is called _____.
[ESSENTIAL SKILL OF PERSONAL AND SOCIAL RESPONSIBILITY] – civic knowledge, global engagement
[ESSENTIAL SKILL OF CRITICAL THINKING] – conclusions from evidence

SHORT ESSAY QUESTION

9. Why was it significant that Beethoven’s 9th Symphony on the topical theme of brotherhood, included a Turkish march?
Provide evidence for your response.
[ESSENTIAL SKILL OF CRITICAL THINKING] – conclusions from evidence
[ESSENTIAL SKILL OF COMMUNICATION] – genre and medium awareness, vocabulary, knowledge of composers

LISTENING QUESTIONS

10. While listening to the audio recordings, identify the composer and the title of the work you hear.
[ESSENTIAL SKILL OF COMMUNICATION] – genre and medium awareness, vocabulary, knowledge of composers

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	Music
Course Number, Title, Credits	MUSC 1210, Fundamentals of Music For Non-Majors, 4 credit hours
Co-requisite Course Number and Title, if any	None
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Vincent S Schenck, Full Time Faculty Music
Email and Phone Number of Contact Person	vschenck@cnm.edu 505-508-3711

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☐ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☐ Communications ☐ Mathematics ☐ Science ☐ Social & Behavioral Sciences
☐ Humanities ☒ Creative & Fine Arts ☐ Other

Which essential skills will be addressed?

☒ Communication ☒ Critical Thinking ☐ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

MUSC 1210

List all learning outcomes that are shared between course sections at your institution.

1. Demonstrate and apply standard notation of pitch, rhythm, scales, intervals, key signatures, triads, and simple melodic and harmonic composition
2. Develop and improve basic aural skills
3. Read musical notation

4. Improve and expand understanding of fundamental musical techniques and concepts

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Throughout the course, instructors present material on standard music notation (diatonic harmony) to facilitate student's genre and medium awareness. Students will apply strategies for understanding and evaluating material through written, oral, and aural forms. In the final, students will demonstrate their ability to analyze through a theoretical lens, music within a traditional context. Students will evaluate and produce arguments to defend their analysis of a composition of their choosing.

Reference: MUSC 1210 Sample Assessment

See page 3 (Ear Training); 4-5 (Complete Composition Analysis); Part II (Analysis of a Chosen Composition)

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students will apply problem solving in their final assignments. Students will acquire evidence by analyzing and evaluating various aspects of musical compositions including: chord spelling, harmonic analysis, and ear training. In the final, students will defend and evaluate their reasoning and conclusions on the analysis of a composition based on learned principles of diatonic harmony.

Reference: MUSC 1210 Sample Assessment

Page 2 – Section A (Chord Spelling), Section B (Harmonic Analysis); 4-5 (Complete Composition Analysis); Part II (Analysis of a Chosen Composition)

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 the outcomes of the third essential skill. 200 – 300 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*

Throughout the semester, students are exposed to a collection of methods and practices that span many centuries and include influences from a wide variety of geographical locations and the contributions from many cultures. Students will compose and perform an original composition where they will exercise collaboration skills and teamwork with their classmates and/or instructor. In the performance of this composition, students will develop a knowledge and practice of civic engagement (musician performance and concert etiquette). By learning these skills, students will be a part of sustaining music as an art form which is based on human made music systems that

reflect the patterns and proportions of the natural world.

Reference: MUSC 1210 Sample Assessment

Part III (Original Composition and Performance)

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 the outcomes of the third essential skill. 200 – 300 words.

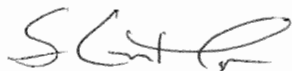
E. Supporting Documents

☒ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer

1/24/19

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Diatonic Chords in major and minor

I. Diatonic triads in major:

Major:
C-D-E-F-G-A-B-C

I	M	CEG
ii	m	DFA
iii	m	EGB
IV	M	FAC
V	M	GBD
vi	m	ACE
vii ^o	o	BDF

II. Diatonic triads in minor:

Natural:
C-D-E^b-F-G-A^b-B^b-C

Harmonic:
C-D-E^b-F-G-A^b-B-C

i	m	CE ^b G
ii ^o	o	DFA ^b
III	M	E ^b GB ^b
iv	m	FA ^b C
v	m	GB ^b D
VI	M	A ^b CE ^b
VII	M	B ^b DF

Melodic:
C-D-E^b-F-G-A-B-C

i	m	CE ^b G
ii	m	DFA
III+	+	E ^b GB
IV	M	FAC
V	M	GBD
vi ^o	o	ACE ^b
vii ^o	o	BDF

III. Diatonic sevenths in major:

C-D-E-F-G-A-B-C

I ⁷	MM ⁷	CEGB
ii ⁷	mm ⁷	DFAC
iii ⁷	mm ⁷	EGBD
IV ⁷	MM ⁷	FACE
V ⁷	Mm ⁷	GBDF
vi ⁷	mm ⁷	ACEG
vii ^{o7}	o ⁷	BDFA

IV. Diatonic sevenths in minor:

Natural:

C-D-E^b-F-G-A^b-B^b-C

i ⁷	mm ⁷	CE ^b GB ^b
ii ^{o7}	o ⁷	DFA ^b C
III ⁷	MM ⁷	E ^b GB ^b D
iv ⁷	mm ⁷	FA ^b CE ^b
v ⁷	mm ⁷	GB ^b DF
VI ⁷	MM ⁷	A ^b CE ^b G
VII ⁷	Mm ⁷	B ^b DFA ^b

Harmonic:

C-D-E^b-F-G-A^b-B-C

i ⁷	mM ⁷	CE ^b GB
ii ^{o7}	o ⁷	DFA ^b C
III+ ⁷	+M ⁷	E ^b GBD
iv ⁷	mm ⁷	FA ^b CE ^b
V ⁷	Mm ⁷	GBDF
VI ⁷	MM ⁷	A ^b CE ^b G
vii ^{o7}	o ⁷	BDFA ^b

Melodic:

C-D-E^b-F-G-A-B-C

i ⁷	mM ⁷	CE ^b GB
ii ⁷	mm ⁷	DFAC
III+ ⁷	+M ⁷	E ^b GBD
IV ⁷	Mm ⁷	FACE ^b
V ⁷	Mm ⁷	GBDF
vi ^{o7}	o ⁷	ACE ^b G
vii ^{o7}	o ⁷	BDFA

V. Dominant chords in major:

C-D-E-F-G-A-B-C

V9	GMmM	G-B-D-F-A
7		
V11	G(M)mMP	G-D-F-A-C
9	(omit the 3 rd)	
7		
V13	G(M)mMPM	G-F-A-C-E
11	(omit the 3 rd and 5 th)	
9		
7		

VI. Dominant chords in minor:

C-D-E^b-F-G-A^b-B-C

V9	GMmm	G-B-D-F-A ^b
7		
V11	G(M)mmP	G-D-F-A ^b -C
9	(omit the 3 rd)	
7		
V13	G(M)mmPm	G-F-A ^b -C-E ^b
11	(omit the 3 rd and 5 th)	
9		
7		

Final Exam - Theory

A Spell the following chords:

- | | | |
|----------------------------|-----------------------------|---------------------------|
| 1. GMm ⁷ _____ | 8. BMM ⁷ _____ | 15. D+ _____ |
| 2. dmm ⁷ _____ | 9. A+M ⁷ _____ | 16. f ^o _____ |
| 3. FMM ⁷ _____ | 10. fmm ⁷ _____ | 17. em _____ |
| 4. c ^ø 7 _____ | 11. c# ^o 7 _____ | 18. F#M _____ |
| 5. AbMm ⁷ _____ | 12. EMM ⁷ _____ | 19. EbM _____ |
| 6. b ^o 7 _____ | 13. G+M ⁷ _____ | 20. gm _____ |
| 7. emm ⁷ _____ | 14. d#mm ⁷ _____ | 21. f# ^o _____ |

B Analyze the following in F major. Give sonorities, functions and cadence type.

Cadence _____

Son: _____

Fun: _____

Analyze the following in g minor. Give sonorities, functions and cadence type.

Cadence _____

Son: _____

Fun: _____

Intervals:
(P1, M2, m2, m3, M3, P4,
P5, m6, M6, m7, M7, P8)

Scales:
Major, Harmonic,
Natural, Melodic

Triads:
A, M, m, d

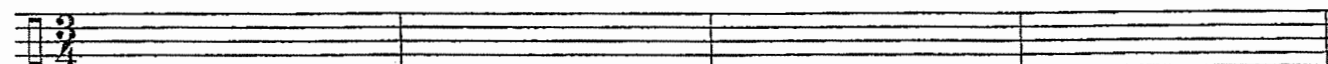
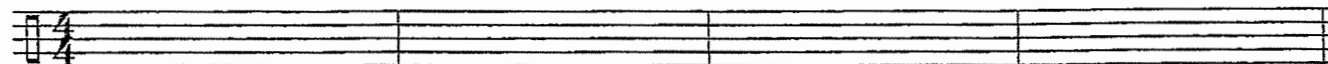
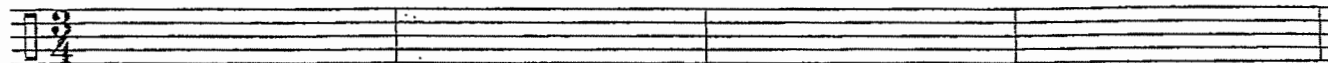
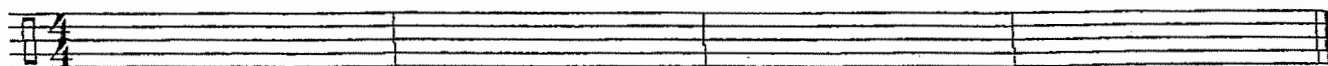
Triads w/ inversions
M, M6, M64

1) _____ 1) _____ 1) _____ 1) _____

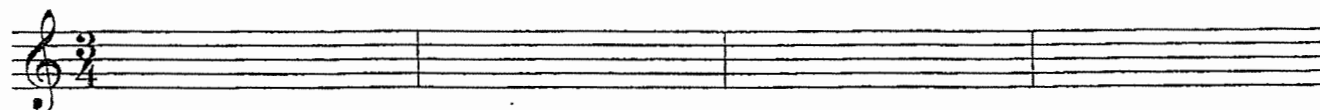
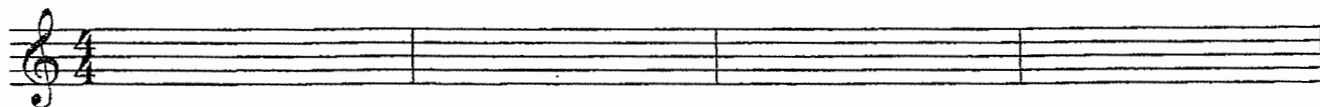
2) _____ 2) _____ 2) _____ 2) _____

3) _____ 3) _____ 3) _____ 3) _____

Rhythmic Dictation



Melodic Dictation



with spirit

1. Oh say! can you see, by the dawn's ear - ly light, What so
2. Whose broad stripes and bright stars through the per - i - lous fight. O'er the

3 2 1 2 3 5 5 3 1 4 1

f

N/A N/A

proud - ly we hailed at the twi - light's last gleam - ing? And the rock - ets' red
ram - parts we watched were so gal - lant - ly stream - ing?

5 2 3 7 3 8 2 3 9 3

mf

glare, the bombs burst - ing in air, Gave proof through the night that our

10 11 12 13 14 15

flag was still there. Oh say, does that Star - span - gled Ban - ner yet

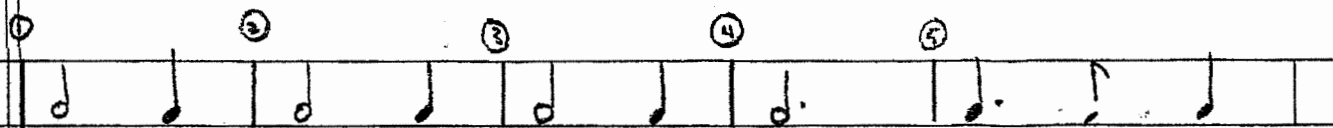
16 17 18 19 20 21

f

N/A

wave O'er the land of the free and the home of the brave?

22 23 24 25 26



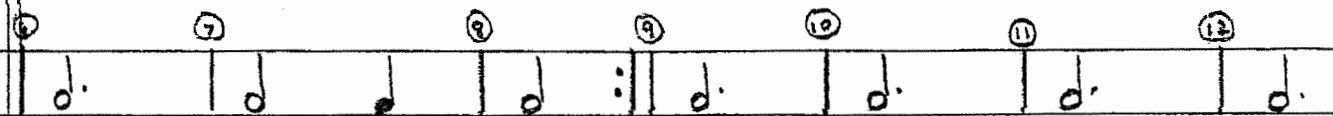
DM \bar{m} $\frac{5}{4}$

CM \bar{m} $\frac{7}{4}$

B \flat :

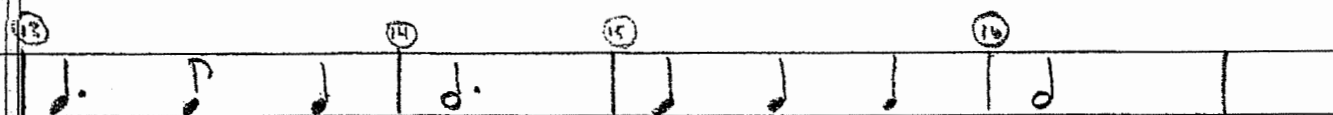
V $\frac{2}{1}$ i

V $\frac{7}{V}$



B \flat :

Cadence \rightarrow

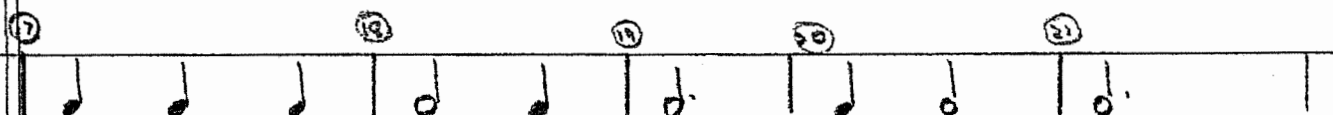


B \flat :

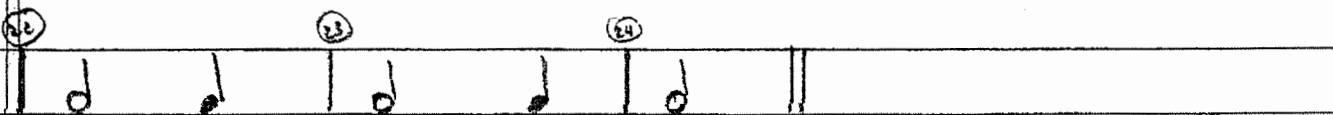
CM \bar{m} $\frac{7}{4}$

V $\frac{7}{V}$

Cadence \rightarrow



B \flat :



B \flat :

CM \bar{m} $\frac{7}{4}$

V $\frac{7}{V}$

Cadence \rightarrow

MUSC 1210 Sample Assessment
Table of Contents

Part I

Page 1.....	Diatonic Harmony
Page 2	
Section A.....	Chord Spelling
Section B.....	Harmonic Analysis
Page 3.....	Ear Training
Page 4.....	Piece to be Analyzed
Page 5.....	Student Analysis Page

Part II

Based on the principles of diatonic harmony (see page 1): Students will analyze a composition of their choice.

Part III

Students will write an original composition in standard notation utilizing the principles of diatonic harmony. This composition can include multiple parts for other students and/or the instructor to play. The performance will reflect proper concert etiquette on the part of the musicians and audience members.

MUSC 1210 Fundamentals of Music for Non-Majors Scoring Rubric

Component Skill	Novice (1)	Emerging (2)	Developing (3)	Proficient (4)
Communication				
Ear Training				
Complete Composition Analysis				
Analysis of a Chosen Composition				
Critical Thinking				
Chord Spelling				
Harmonic Analysis				
Complete Composition Analysis				
Analysis of a Chosen Composition				
Personal and Social Responsibility				
Student Composition				
Performance				

NEW MEXICO HIGHER EDUCATION DEPARTMENT

SUSANA MARTINEZ
GOVERNOR



DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	New Mexico Highlands University
Department	Visual and Performing Arts – Music Program
Course Number, Title, Credits	MUS 101, Rudiments of Music (Fundamentals of Music), 3 cr.
Co-requisite Course Number and Title, if any	N/A
Is this application for your system (ENMU, NMSU, & UNM)?	YES
Name and Title of Contact Person	Andre Garcia-Nuthmann, Professor of Music
Email and Phone Number of Contact Person	505-454-3573 agarciauthman@nmhu.edu

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☐ Communications ☐ Mathematics ☐ Science ☐ Social & Behavioral Sciences
☐ Humanities ☒ Creative & Fine Arts ☐ Other

Which essential skills will be addressed?

☒ Communication ☒ Critical Thinking ☐ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

MUSC 1210 , Fundamentals of Music for non-majors

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:

<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

(New Mexico Common Music Courses, December 2017, p. 21 – Fundamentals of Music for non-majors - 100-Level)

1. Demonstrate and apply standard notation of pitch, rhythm, scales, intervals, key signatures, triads, and simple melodic and harmonic composition
2. Develop and improve basic aural skills
3. Read musical notation
4. Improve and expand understanding of fundamental musical techniques and concepts

Institution-specific Student Learning Outcomes

N/A

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.

The standard notation of pitch, rhythm, scales, intervals, key signatures, triads, and simple melodic and harmonic composition, which is the central component of this course, is a means by which composers communicate their art with musicians, who in turn communicate with the listening audience. The aim of the written form of music is ultimately to evoke a sense of emotional meaning in the listener.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion

Reasoning skills are required for reading and writing musical notation in the process of hearing pitch, rhythm, scales, intervals, key signatures, triads, and harmony in the air, and applying that information to the concepts of the organization of these on a piano keyboard, on five lines and four spaces on musical staves, and the mathematical properties of rhythm in time. Musical concepts are also an integral part of this course, and the precise understanding of concepts are necessary to the skill of critical thinking.

Quantitative Reasoning. Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models

N/A

Personal & Social Responsibility. Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global

Collaboration is a central component of musical works that utilize music notation. The skills of reading, writing, and interpreting musical notation is a process where the composer creates an object of art, and requires collaboration between the performers of music and also the engaged listener.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

N/A

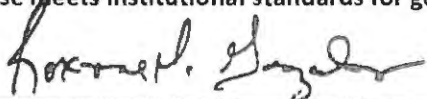
E. Supporting Documents

☐ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

F. 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 meets institutional standards for general education.



Signature of Chief Academic Officer

1/2/2019
Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

SAMPLE ASSESSMENT – FUNDAMENTALS OF MUSIC – NMHU

FUNDAMENTALS OF MUSIC – OVERVIEW OF CRITICAL SKILLS

ESSENTIAL SKILL OF COMMUNICATION – The standard notation of pitch, rhythm, scales, intervals, key signatures, triads, and simple melodic and harmonic composition, which is the central component of this course, is a means by which composers communicate their art with musicians, who in turn communicate with the listening audience. The aim of the written form of music is ultimately to evoke a sense of emotional meaning in the listener.

ESSENTIAL SKILL OF PERSONAL AND SOCIAL RESPONSIBILITY – Collaboration is a central component of musical works that utilize music notation. The skills of reading, writing, and interpreting musical notation is a process where the composer creates an object of art, and requires collaboration between the performers of music and also the engaged listener.

ESSENTIAL SKILL OF CRITICAL THINKING – Reasoning skills are required for reading and writing musical notation in the process of hearing pitch, rhythm, scales, intervals, key signatures, triads, and harmony in the air, and applying that information to the concepts of the organization of these on a piano keyboard, on five lines and four spaces on musical staves, and the mathematical properties of rhythm in time. Musical concepts are also an integral part of this course, and the precise understanding of concepts are necessary to the skill of critical thinking.

FUNDAMENTALS OF MUSIC EXAM QUESTIONS

[ESSENTIAL SKILL OF PERSONAL AND SOCIAL RESPONSIBILITY] – collaboration

[ESSENTIAL SKILL OF COMMUNICATION] – musical vocabulary, music notation

[ESSENTIAL SKILL OF CRITICAL THINKING] – applications of pitches heard to music notation

Identify the following pitches in both treble & bass clefs

The image shows a handwritten musical staff with a treble clef on the top line and a bass clef on the bottom line. There are 10 numbered circles (1 through 10) placed on various lines and spaces of the staves for identification. The circles are numbered 1 through 10, with 1 through 5 on the treble staff and 6 through 10 on the bass staff.

[ESSENTIAL SKILL OF PERSONAL AND SOCIAL RESPONSIBILITY] – collaboration

[ESSENTIAL SKILL OF COMMUNICATION] – musical vocabulary, music notation

[ESSENTIAL SKILL OF CRITICAL THINKING] – applications of rhythms heard to music notation

Identify the following meter types and time signatures

The image shows a handwritten musical staff with a treble clef on the top line and a bass clef on the bottom line. There are three different meter types and time signatures shown: Simple 1/4, Common 3/4, and Common 2/4. The notation includes various rhythmic patterns and time signatures.

[**ESSENTIAL SKILL OF PERSONAL AND SOCIAL RESPONSIBILITY**] - collaboration

[**ESSENTIAL SKILL OF COMMUNICATION**] - musical vocabulary, music notation

[**ESSENTIAL SKILL OF CRITICAL THINKING**] - applications of mathematics to music notation

Complete the following measures with one pitch

[**ESSENTIAL SKILL OF PERSONAL AND SOCIAL RESPONSIBILITY**] - collaboration

[**ESSENTIAL SKILL OF COMMUNICATION**] - musical vocabulary, music notation

[**ESSENTIAL SKILL OF CRITICAL THINKING**] - applications of mathematics to music notation

Identify the following intervals with both quantity and quality

Complete the following intervals above the given note

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	CHSS/Theatre and Dance
Course Number, Title, Credits	THEA 1110 Introduction to Theater, 3
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Leonard Madrid, Full Time Instructor.
Email and Phone Number of Contact Person	Lmadrid35@cnm.edu/50899

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☐ AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☐ Communications ☐ Mathematics ☐ Science ☐ Social & Behavioral Sciences
☐ Humanities ☒ Creative & Fine Arts ☐ Other

Which essential skills will be addressed?

☒ Communication ☒ Critical Thinking ☐ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

Introduction to Theatre – THEA 1110

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Define and discuss basic theater terms and concepts. 2. Discuss the fundamental elements of theatre, and the ways in which theatre differs from other artforms. 3. Analyze and critique the elements of a live theatrical production. 4.

Identify and describe the roles of various theatre artists including actors, directors, playwrights, dramaturges, and designers.

Institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

At the beginning of the course, instructors require students to communicate through text, dialogue, and imagery when they analyze a script to understand theatrical genres and mediums. Students then design and present one theatre history lecture, which asks them to research a play, playwright, and/or era of theatre and design a lecture to communicate to the class their understanding of theater history. Students present play critiques (see attached assignment) to the class throughout the semester, critiques which produce arguments about the play's performances, interpretations of the text, and design elements. Students must defend their critiques in class, and student learning will be assessed with a lecture communication rubric (see the attached). At the end of the semester, students work in collaborative design or performance groups when they read a play, analyze the script and create a design or performance together to demonstrate their understanding and evaluation of theatrical genres.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students will observe and read texts and performances and process them as actor's, designers, stage managers, and directors. Students will acquire evidence for their critique by analyzing texts and performances and evaluate them as actor's, designers, stage managers, and directors. The assignments require students to analyze a script to acquire and evaluate evidence about production needs. They are also required to observe a live production and use production elements as evidence to evaluate designer's vision and message. The final project requires students to analyze a script as a group and create a design or performance using the script, their individual evaluations of the script, venue specifications, and their reasoning and conclusion about the final performance. Student learning will be assessed with a grading rubric that evaluates their final projects.

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 the outcomes of the third essential skill. 200 – 300 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*

This course requires students to focus on collaboration within the profession of theatre and how that translates to their professional goals. Throughout the semester, students are asked to identify and discuss social needs of their communities and what part theatre might have engaging those intercultural needs. By applying responsible and ethical use of production materials—paint, fabric, wood—students will demonstrate an understanding of environmental sustainability in theatre through recycling and updating spaces. The final project requires that students collaborate to analyze a script and create a design or performance using the script, their individual visions, venue specifications, and the director's vision.

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 the outcomes of the third essential skill. 200 – 300 words.

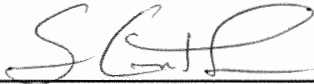
E. Supporting Documents

☒ Sample Course Rubric Attached (recommended) ☒ Sample Assessment Attached (required)

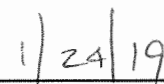
F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/general-education-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Play Viewing Response Paper Guidelines

REMEMBER TO WRITE THIS PAPER AS IF THE READER DID NOT SEE THE PRODUCTION. DESCRIBE DESIGNS, VENUES, AND ACTING IN A WAY THAT CONVEYS THEM TO THE READER.

All papers must:

- be typewritten using a standard 12 pt. font (Times New Roman or Arial) or 11pt Calibri
- be double spaced
- be 3-4 pages
- have correct spelling/grammar/sentence mechanics
- have a ticket stub and production program stapled as an attachment
- cover every area requested below; points deducted for omissions

Reminder: Give clear, specific examples to support your opinions and point of view. When you state an opinion, give supporting details: “for example...” Paint a vivid picture for the reader.

INTRODUCTION

1. Start with something snappy to hook the reader in. Then summarize the play’s story in a short paragraph: _____ by _____ is about _____. Tell something about the history of the play text and the playwright, or about past productions: (10 points)
2. Thesis of paper: Summarize your overall impression of production: _____ Theatre’s production is/isn’t worth seeing because...(5 points)

BODY

3. Critique the cast members as an ensemble: In general, could you see and hear the actors? Did the actors work as a team to tell the story? Were the actors, in general, believable, focused, in character, and engaging? Give examples. (10 points)
4. Choose one main actor to critique: Did this actor engage you for the entire play? How? Was the actor focused, in the moment, and emotionally inside the character? Technically, did this actor move and speak well? Seem confident of his/her lines? Vigorously drive the play forward or drag it down? Did the actor make you care about, or be interested in, the character? Give examples. (20 points)
5. Critique the spectacle and technical aspects of the production: Describe stage configuration used. How effective was it? Critique the physical set, lights, costumes, sound (music, sound

effects, etc.), props, and any special effects. Did all these areas together help or hinder the dramatic action of the characters? Give examples. (30 points)

6. Identify and analyze one possible theme of the play text. (Theme is not just the broad subject, such as love, murder, family, racism, etc. Theme is the main point, or points, the playwright is trying to make about the subject). Use examples from plot, character actions, or dialogue to illustrate your choice of the playwright's theme.

Identify the theatrical era in which the play is taking place. If it takes place in the modern era, does the play make reference to other eras. If so, which? (10 pts)

7. Critique the theatre space itself: Was it too small? Too big? Warm and inviting? Freezing and miserable? Were the seats, rows, aisles comfortable? How were the acoustics? Sightlines? Degree of intimacy? (10 points)

CONCLUSION

8. Restate your thesis in different words: Summarize why this particular production is/isn't worth seeing. Was it powerful? Moving? Gripping? Stupid and pointless? Long and boring? Educational? Disturbing? Entertaining? (5 points)

Self and Peer Evaluation Form

Name: _____

Date: _____

Instructions: Please complete the following table. Assign yourself a value for each attribute and do the same for your group members. Total all of the values.

Values: 5 = Superior; 4 = Above Average; 3 = Average; 2 = Below Average; 1 = Weak

	MYSELF	GROUP MEMBER #1	GROUP MEMBER #2	GROUP MEMBER #3	GROUP MEMBER #4
ATTRIBUTES					
Participated in group discussions.					
Helped keep <i>the group on</i> task and engaged in effective teamwork.					
Contributed useful ideas in an acceptable way.					
Amount of work completed.					
Quality of work completed.					
TOTALS					

Sample Rubric

Student Presentation Grading Rubric

Name: _____

Topic/Title: _____

Date: _____

	Below Expectations		Meets Expectations		Exceeded Expectations	POINTS
CONTENT—The information in the presentation is thorough & accurate with clear explanations/examples. Sources are provided.	1	2	3	4	5	<div>_____</div> <div>X 3 =</div> <div>_____</div>
ORGANIZATION—The information is presented in a logical, interesting way that the audience can follow.	1	2	3	4	5	
VISUALS—The visual aids are interesting and easy to understand; they are free of errors and nicely reinforce the presentation.	1	2	3	4	5	
DELIVERY—The presentation is delivered in a clear, loud voice with precise pronunciation of the terms. Direct eye contact is used to hold the attention of the audience.	1	2	3	4	5	
					TOTAL POINTS (30 pts. possible) →	

Grading Scale: 27-30 pts. = A; 24-27 pts. = B; 21-23 pts. = C; 18-20 pts. = D; 0-17 pts. = F

Comments:

Sample Rubric

Grading Rubric for a Writing Assignment

	A (4 pts.)	B (3 pts.)	C (2 pts.)	D/F (1/0 pts.)	Points Earned
Main Idea	The main idea is clearly presented and consistently supported.	The main idea appears in most of the paper.	The main idea is vague and weakly supported.	No main idea.	
Organization	The paper is well-planned and well-organized. It includes a title, introduction and thesis statement, organized body, and conclusion.	Good overall organization.	Some sense of organization. Not all organizational tools are used.	The paper lacks a sense of organization.	
Content	The information is presented exceptionally well. Ideas are detailed, well-developed, and supported with facts/examples.	The information is well-presented; ideas are detailed, developed, and supported.	Content is sound and solid; ideas are present, but not particularly developed or supported.	Content is not sound.	
Grammar & Mechanics	Excellent grammar, <i>spelling, syntax</i> , and punctuation.	A few errors in grammar, <i>spelling, syntax</i> , and punctuation.	The paper shows a <i>pattern of</i> errors. (Lack of proofreading.)	Continuous errors.	
Research (if the assignment includes a research component)	Sources are exceptionally well-integrated; they effectively support claims argued in the paper. Quotations and works cited conform to APA style.	Sources are well-integrated and support the claims presented. APA style is mostly followed.	Sources support some claims, but not others. There are APA style errors.	Adequate research and support of claims is not provided. APA style is not followed.	
				Total Points & Grade→	

Additional Comments:

Sample Guidelines for Class Participation

- Respect others' rights to hold opinions and beliefs that differ from your own. When you disagree, challenge or criticize the idea, not the person.
- Listen carefully to what others are saying even when you disagree with what is being said. Comments that you make (asking for clarification, sharing critiques, expanding on a point, etc.) should reflect that you have paid attention to the speaker's comments.
- Be courteous. Don't interrupt or engage in private conversations while others are speaking. Use attentive, courteous body language.
 - Support your statements. Use evidence and provide a rationale for your points.
- Share responsibility for including all voices in the discussion. If you have much to say, try to hold back a bit; if you are hesitant to speak, look for opportunities to contribute to the discussion.
- Recognize that we are all still learning. Be willing to change your perspective, and make space for others to do the same.

Source: The Center for Research on Learning and Teaching, University of Michigan.

Student _____ Score _____

LECTURE EVALUATION

Presentation

1. To what degree was the introduction interesting and appropriate (including attention getter, review/transition, objective, and preview)?
(excellent) _____ (weak)
2. To what degree did the student clarify and organize content?
(excellent) _____ (weak)
3. To what degree did the student state and provide adequate support material to meet instructional objective?
(excellent) _____ (weak)
4. To what degree did the student demonstrate an understanding of the principles (e.g. immediacy, clarity, credibility) already discussed in class?
(excellent) _____ (weak)
5. To what degree did the student demonstrate appropriate delivery skills?
(excellent) _____ (weak)
6. To what degree did the student use time appropriately?
(excellent) _____ (weak)
7. How well did the student conclude the presentation?
(excellent) _____ (weak)
8. How would you describe the overall effectiveness of the lecture?
(excellent) _____ (weak)

Outline

9. To what degree did the outline meet the requirements of the assignment?
(excellent) _____ (weak)

Comments:

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

New Mexico Highlands University
Department of Visual and Performing Arts
THEA 100, Introduction to Theatre, 3 Credits
No Co-requisite Course Number and Title, required
Is this application for your system (ENMU, NMSU, & UNM)? **NMHU**
Donald Evans Jr
dwevans@nmhu.edu, 505-454-3572

Was this course previously part of the general education curriculum?

☒ Yes ☐ No

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☐ Communications ☐ Mathematics ☐ Science ☐ Social & Behavioral Sciences
☐ Humanities ☒ Creative & Fine Arts ☐ Other

Which essential skills will be addressed?

☒ Communication ☒ Critical Thinking ☐ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

THEA 1100, Introduction to Theatre

List all learning outcomes that are shared between course sections at your institution.

1. Define and discuss basic theater terms and concepts. 2. Discuss the fundamental elements of theatre, and the ways in which theatre differs from other art forms. 3. Analyze and critique the elements of a live theatrical production. 4. Identify and describe the roles of various theatre artists including actors, directors, playwrights, dramaturges, and designers.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

This course provides an introduction to the study of theatre. Students will examine various components that comprise theatre, such as acting, directing, playwriting, dramaturgy, scenic and costume design, stagecraft, spectatorship, history, theory, and criticism. The Students will attend lectures on various components that comprise theatre, such as acting, directing, playwriting, dramaturgy, scenic and costume design, stagecraft, spectatorship, history, theory, and criticism.

The lectures will include verbal notes, PowerPoint presentations and video presentations. After each event we will discuss the event, they will discuss its components and they will describe any meaning that they are able to glean from the event.

Students will attend theatrical presentations. After each event we will discuss the event, they will discuss its components and they will describe any meaning that they are able to glean from the event.

Students will attend theatrical video presentations. After each event we will discuss the event, they will discuss its components and they will describe any meaning that they are able to glean from the event.

Students will attend Multi-media and art presentations. After each they will discuss the event, its components and describe any meaning they are able to glean from the event.

Students will be assigned research projects on various components that comprise theatre, such as acting, directing, playwriting, dramaturgy, scenic and costume design, stagecraft, spectatorship, history, theory, and criticism at a scheduled point during the early portion of the semester. The students will give presentations on those assigned research projects to their classmates and the instructor during the regularly scheduled semester. They will present the research projects at assigned dates and times during the course of the semester in sequence with the scheduled lectures. After each class we will discuss the presentation, its components and describe any meaning that they are able to glean from the event. The students in the class will additionally communicate their knowledge of the material presented through quizzes and tests.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

This course provides an introduction to the study of theatre. Students will examine various components that comprise theatre, such as acting, directing, playwriting, dramaturgy, scenic and costume design, stagecraft, spectatorship, history, theory, and criticism. The Students will attend lectures on various components that comprise theatre, such as acting, directing, playwriting, dramaturgy, scenic and costume design, stagecraft, spectatorship, history, theory, and criticism.

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Students will attend Multi-media and art presentations. After each they will discuss the event, its components and describe any meaning they are able to glean from the event.

Students will be assigned research projects on various components that comprise theatre, such as acting, directing, playwriting, dramaturgy, scenic and costume design, stagecraft, spectatorship, history, theory, and criticism at a

scheduled point during the early portion of the semester. The students will give presentations on those assigned research projects to their classmates and the instructor during the regularly scheduled semester. They will present the research projects at assigned dates and times during the course of the semester in sequence with the scheduled lectures. After each class we will discuss the presentation, its components and describe any meaning that they are able to glean from the event. The students in the class will additionally communicate their knowledge of the material presented through quizzes and tests.

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 the outcomes of the third essential skill. 250 – 500 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*

This course provides an introduction to the study of theatre. Students will examine various components that comprise theatre, such as acting, directing, playwriting, dramaturgy, scenic and costume design, stagecraft, spectatorship, history, theory, and criticism. The Students will attend lectures on various components that comprise theatre, such as acting, directing, playwriting, dramaturgy, scenic and costume design, stagecraft, spectatorship, history, theory, and criticism.

The lectures will include verbal notes, PowerPoint presentations and video presentations. After each event we will discuss the event, they will discuss its components and they will describe any meaning that they are able to glean from the event.

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Students will attend theatrical video presentations. After each event we will discuss the event, they will discuss its components and they will describe any meaning that they are able to glean from the event.

Students will attend Multi-media and art presentations. After each they will discuss the event, its components and describe any meaning they are able to glean from the event.

Students will be assigned research projects on various components that comprise theatre, such as acting, directing, playwriting, dramaturgy, scenic and costume design, stagecraft, spectatorship, history, theory, and criticism at a scheduled point during the early portion of the semester. The students will give presentations on those assigned research projects to their classmates and the instructor during the regularly scheduled semester. They will present the research projects at assigned dates and times during the course of the semester in sequence with the scheduled lectures. After each class we will discuss the presentation, its components and describe any meaning that they are able to glean from the event. The students in the class will additionally communicate their knowledge of the material presented through quizzes and tests.

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 the outcomes of the third essential skill. 250 – 500 words.

E. Supporting Documents (required).

☐ Syllabus Attached ☒ Sample Assessment Attached (below)

SAMPLE EXAM QUESTION for the DEMONSTRATION of COMMUNICATION SKILLS.

Please provide the best answer for the following essay questions: Explain how Tragic and Comedic characterizations differ?

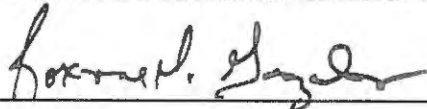
F. Assessment (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <http://www.nmhu.edu/wp-content/uploads/2018/10/NMHU-General-Education-Assessment-Guidelines.pdf>

G. Relationship between Institutional Assessment Plan and this Course

In this box, explain how this course fits in your institution's general education assessment plan. Max 500 words.

This course meets institutional standards for general education.



Signature of Chief Academic Officer

11/13/18

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

NEW MEXICO HIGHER EDUCATION DEPARTMENT

SUSANA MARTINEZ
GOVERNOR



DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	WNMU
Department	ART
Course Number, Title, Credits	ART 251, Painting I, 4
Co-requisite Course Number and Title, if any	N/A
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	John Abbott
Email and Phone Number of Contact Person	John.abbott@wnmu.edu (575) 538-6443

Was this course previously part of the general education curriculum?

☐ Yes ☒ No

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☐ Communications ☐ Mathematics ☐ Science ☐ Social & Behavioral Sciences
☐ Humanities ☒ Creative & Fine Arts ☐ Other

Which essential skills will be addressed?

☒ Communication ☒ Critical Thinking ☐ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

This is a unique course that does not fall within Common Course Numbering System.

List all learning outcomes that are shared between course sections at your institution.

Course Objectives:

- A. This course provides an intellectual foundation for exploring and understanding the four philosophical questions underpinning WNMU's Applied Liberal Arts and Sciences program (ALAS):

- **What is Truth?**
- **What is Justice?**
- **What does it mean to be Human?**
- **How should we Live?**

By the end of the course, students should be able to apply these questions to both the course content and to their lives in a reflective manner.

B. Students will practice, apply, and improve 4 of New Mexico's 5 essential skills assessed in this course, demonstrating basic competency as follows:

Communication:

Consistently demonstrates the ability to

1. explain content thoroughly
2. use a logical structure to convey content
3. follow standard English conventions, though there may be grammar/punctuation error.

Critical Thinking:

Consistently demonstrates critical thinking skills by showing understanding of course content, asking thoughtful questions, and engaging with the course material.

Information Literacy:

Consistently demonstrates ability to conduct and evaluate basic research, understand and explain the research material, and apply that research within another context.

Personal and Social Responsibility:

Consistently meets course requirements for attendance, meeting deadlines, and being a respectful and active class participant.

All ALAS courses agree to the following learning outcomes:

1. Actively participate in helping students develop a WNMU ALAS liberal arts foundation
2. Provide discipline-specific context for the Big Questions
3. Model how to think about these Big Questions within the context of the course
4. Consistently ask students to reflect on the questions (at least 2-3 times during the course)

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Painting I fulfills the state learning outcomes criteria as it relates to communication. With regards to Genre and Medium Awareness, students work in different genres including still-life, portraiture, landscape, abstraction, and photo-based realism where students work from the grid to produce a photo-realistic painting with an emphasis on process and color mixing. Students also experiment with less traditional strategies for image making and thinking about painting including abstraction and non-objective imagery in weekly painting assignments. With each new genre discussed, students are introduced to a variety of artists work throughout art history and the meanings or messages in the work are discussed.

Techniques we discuss in Painting I include glazing, impasto, and sgraffito. The emphasis in Painting I is on observational painting. Students work predominantly in water soluble oils to allow more time for color mixing. Watercolor and gauche are mediums that are also explored to further students' possibilities of visual communication. We discuss the limitations and strengths of each medium. Color mixing is essential to this class in order to develop a means of communicating visually through paint. Students learn to mix their own chromatic blacks, grays and browns and increase competency throughout the semester at color matching as it pertains to subtractive color theory. Strategies for Understanding, Evaluating, and Communicating as it pertains to composition are discussed in presentations of paintings from art history. In addition to color mixing, there is an emphasis on composition in Painting I. Students are taught how to "read" the composition of a painting, discussing effective visual communication through painting. Evaluation comes in the form of critiques, individual conferences, and through the implementation of rubrics. Critique assesses the strength or shortcomings of students work. Students present and defend their work to the class six times throughout the semester. Critiques after each project will assess what was learned, what was successful and what was not while also assessing comprehension of vocabulary, formal or conceptual ideas and techniques. Evaluation and Production of Arguments occurs during critique and a writing assignment. During critique, students evaluate and consider integrating arguments of others into their work. Evaluation of a student's work is by means of individual and group critiques which assess presentation, effort, composition, creativity, and the formal elements/principles of design. The student must acquire the necessary means to foster objectivity in assessing their own work to ensure an honest self-evaluation. There is also a public, final exhibition at the end of the semester. This is often students first experience publicly showing their work and they are encouraged to discuss their ideas with visitors from the university and community. Students also write a reflective essay evaluating their choices and overall performance over the duration of the semester. Students are also required to read a text and write a paper on what they've read to demonstrate their comprehension of the material and are afforded space to argue for or against the work discussed.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Painting I fulfills the state learning outcomes criteria as it relates to Critical Thinking. With regard to Problem Setting, students are confronted with a still-life (open ended problem) that the instructor constructs. Students must apply their critical thinking skills in the problem of translating the three-dimensional world onto a two-dimensional canvas. They will be applying concepts we learn in class to help assist in this translation. Students will be given the tools to depict illusionistic space and three-dimensional form through an applied understanding of subtractive color theory and exploration of mark making. Mixing observable color with only a warm and cool of each primary color and no black, is another problem for Painting I students. Students learn to mix their own chromatic blacks, grays and browns and increase competency throughout the semester at color matching as it pertains to subtractive color theory. Evidence Acquisition is evidenced in students' sketchbooks (development of compositional ideas) as well as the paintings themselves. Tone, saturation, value and composition are discussed in determining the success of the painting. Evidence Evaluation occurs during critique when the class assesses the evidence presented to them, evaluating the credibility and relevance of the work as it relates to how it is being presented. Personal assumptions are discussed and championed or challenged. All student paintings are photographed to document student growth for course and program assessment purposes. With regard to Reasoning/Conclusion, students and instructor present informed, well-reasoned evaluations at critique. Students learn to differentiate between strong and weak painting.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

N/A

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

Painting I fulfills the state learning outcomes criteria as it relates to Personal & Social Responsibility. Intercultural Reasoning and Intercultural Competence is developed through looking at work from other cultures, specifically outside the canon of art history, in order to locate and understand ideas beyond western culture and to introduce students to

new and unfamiliar ideas. We discuss and consider how paintings from the same time period differs between cultures and why. With regards to Sustainability and the Natural and Human Worlds, the course curriculum includes a landscape painting unit where students meet at designated spots in and around the wilderness. Students are encouraged to slow down and pay reverence to what they see in the natural world when painting from direct observation. By spending time in nature and observing closely what they see, students develop an appreciation for the natural world. We discuss personal responsibility with regards to sustainability before embarking into the landscape to paint. Critiques provide moments of self-reflection on assignments that include Social/Personal Responsibility assessment. Students are encouraged to honestly assess each other's work and objectively take responsibility for any issues in their work. Students are responsible for maintaining a clean and safe studio. Ethical Reasoning applies to each assignment. Students are shown multiple past examples that reflect differing value sets. The student compares this range of perspectives to locate a solution that is their own. Students consider Ethical Reasoning as it relates to the required text, A Giacometti Portrait, documenting an extended portrait painting session between the artist Alberto Giacometti and his subject and writer, James Lord. In a required paper, students compare Giacometti's ethics to other artists and cultures we look at throughout the semester as well as their own. For Collaboration Skills, Teamwork and Value Systems students split into groups and work together to make their own large-scale support or canvas. They work together through the construction process and assist each other with the use of a table saw, miter saw and nail gun. Students are given a demonstration and short quiz to assess learning has occurred before they are allowed to operate the equipment.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*


E. Supporting Documents (required).

☒ Sample Course Rubric Attached ☒ Sample Assessment Attached

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan [WNMU GE Assessment Plan](#)

This course meets institutional standards for general education.



Signature of Chief Academic Officer

1 /25/ 2019

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Western New Mexico University - Expressive Arts

Syllabus for Art 251 Painting I – Spring 2019 T,TH 9:30-12:15 – Chino 124 CRN 20685

Associate Professor of Painting: John Phillip Abbott
Office Phone: 538-6443
Office Hours: M/W 1-2, T/TH 12:30-2, or by appointment

Office Location: Chino Building #119
Email: john.abbott@wnmu.edu

I. Course Description

Basic techniques and materials will be introduced and explored within three major in-class sections: still lifes, a photo-based project, and a final painting in which you explore personal subject matter. Each section will build on each other conceptually and technically, and before each of these sections, I will give you further explanation with slides, reproductions, readings, and demonstrations. You will work on assignments both in-class and out of class. I expect an average of 3-4 hours of out of class work per week.

Out of Class Homework: During our first two sections, you will also have one out of class alla prima painting per week that will compliment the ideas covered in class. You should spend roughly 2 hours on each these paintings and you should finish these in one sitting. They are intended to be exercises in paint handling, shape, color, and light. You will get better at these the more you do. You will include these paintings in your final portfolio.

Main sections:

Still life series. We will begin this series with one monochromatic painting, moving then to observational color, introduced with a white on white painting lit with different colored bulbs to be see the temperature shifts across the surface of the objects. We will then work on two larger paintings that explore specific color pallets, one warm and one cool. In these paintings you will explore controlling color intensities as well value, shape, and composition. I will supply the subject matter for these paintings.

Photo-based painting. This painting support will be larger (roughly 30x40"). You must make your own stretcher bars for this project. Subject matter for this painting will be appropriated from a food image in a magazine. We will grid the painting off and focus much of our attention to edge changes, layering color, controlling focus and color temperature/intensity.

Landscape Painting – *En Plein Air*. The last two weeks of the semester will be spent on location in the Gila Wilderness painting the landscape on primed paper and panel.

Participation:

Students will be exploring various ways of approaching art-related discussion throughout the semester. You are expected to be an active and engaged participant in discussions and workdays. Attendance and participation in critiques is mandatory. They cannot be made up. During class you are required to be involved in work for this class only, no research related to other classes. You are expected to be courteous to your classmates and offer constructive criticism. Ridicule of another person's point of view will not be

tolerated. Likewise, treat the classroom and supplies with care. Failure to clean up after yourself or follow the other rules listed above will hurt your grade.

Accommodations:

It is my intention that any student who wishes to study this material be given every opportunity to do so. If you have specific physical, psychiatric, or learning disabilities and require accommodations, please let me know early in the semester so that we can discuss options. If you have a special condition that necessitates a change in the course requirements, it is crucial that you see me to discuss an alternate plan within the first two weeks of the semester.

II. Grading and Attendance

A student's grade is based upon a combination of the following factors: in-class participation and attitude, attendance, outside work, and final portfolio content. At least 2-4 hours of work a week outside of class is expected. The greatest factor in determining grades is successful effort shown within the guidelines of a particular project. Craftsmanship is crucial.

In grading your paintings, I will evaluate how well they demonstrate the following:

Understanding of assignment – Does your work demonstrate an understanding of the assignment, and does it meet assignment objectives?

Assignment development – Does your work evidence an adequate amount of effort and initiative? Did you challenge yourself? Have you utilized drawing concepts covered in the class in order to create a successful drawing?

Presentation – Have you constructed and presented your work neatly and with attention to craftsmanship?

Unique solution – Is your solution original, inventive, creative?

Your final course grade will be based on drawing assignments, quizzes/written work, plus class performance and attendance, weighted approximately as follows:

Breakdown of grades:

Still life paintings	20%
Ala primas	10%
Photo-based painting	30%
Final Painting	20%
Out of class effort on paintings	10%
Critique participation & etiquette	5%
Giacometti paper	5%
Performance/attendance	+/-

(Includes arriving on time, being prepared, using class time effectively, participating in discussions and critiques, plus cleanup.)

Below is a list of characteristics exhibited by students and corresponding grades.

Use this as a general guide; the greatest factor in determining grades is “effort shown within the guidelines of a particular project”.

- A superior quality work
- no absence problem
- contributes to discussion

- extra time spent outside of class on a consistent basis
- all work done on time
- B above average quality of work
- work always done on time
- 3-5 hours per week spent on work outside of class
- C minimum quantity of work
- no special effort shown on work
- work done outside scope of assignments
- D poor quality work
- late work
- work not related to projects
- attendance problems
- no contribution to discussion
- F numerous unfinished projects
- student has excessive absences or doesn't finish the class

No extra credit.

As with all interactive studio courses, consistent attendance is imperative. If you are late for class or leave early, you will be counted absent. As a general rule, after 10 minutes I count a half absence and after 30 minutes I count a full absence. A maximum of three unexcused absences is allowed before there is a drop in the final grade. After the third absence, every additional absence drops your grade by a letter grade. No excuses. Religious holidays constitute an excused absence only if you declare your intention to observe (including names and dates of holidays) in writing during the first two days of class. If you decide for any reason not to finish this course, you must drop the course through administrative channels.

III. Student Learning Outcomes

1. Successfully employ a range of painting techniques utilizing a variety of materials, tools and surfaces.
2. Apply Studio Foundations skills to painting, including observational drawing, shape-finding visual composition, and basic color theory.
3. Apply and expand general vocabulary and strategies for critiquing artworks to include those of particular relevance to painting.
4. Be able to recognize and utilize a variety of sources for subject matter, including direct observation, photographs, and found images.
5. Begin to make paintings using a holistic, organic developmental process, including additive and subtractive mark making...
6. Solve painting problems in a way that demonstrates continued artistic commitment and dedication.

IV. Supplies

Local Art Supply Sources:

L&I Art Supplies, WNMU Bookstore, WalMart,

Mail Order/On Line Art Supply Sources:
Jerry's Artarama, Cheap Joe's, Dick Blick

I. Oil Paint:

*note try not to get colors with "HUE" written next to them. They are made with synthetic pigments.
If you see "or" written between colors, you can pick one or the other, not both.

Required, 37 ml. or larger:
(Winton & Newton Water Soluble Oils)

Cadmium red light

Alizarin crimson

Cadmium yellow light

Yellow Ochre

Cerulean blue

Ultramarine Blue

Titanium white (it is a good idea to get a large size, 250ml., of this because you will go through it quickly)

(optional) you might need it for extreme intensities: cad. Yellow Lemon, Quinacrodone Red, Pthalo Blue/Green

Other optional colors that may be nice to include is Burnt Umber and Burnt Sienna, Sap Green, Prussian Blue, Cobalt Blue

II. Brushes and other supplies:

***Good brushes are very important to a painter, even more important than good quality paint.

Hog Bristle or synthetic hog bristle, or sable or synthetic sable Flats/Bright: 4, 6, 10, 16 (bigger sizes optional)

Hog Bristle or synthetic hog bristle, or sable or synthetic sable Round/Filbert: 2, 8, 12

(you will be encouraged to use the biggest brush possible for the situation.)

Many cotton rags (old cotton shirts work best)

1 palette knife (3 to 4 inches, trowel or flat)

Container for brushes, coffee can or jar to clean your brushes in. You can either buy one already with the metal coils in it, or you can use your old solvent jar and buy metal coils at the hardware store to fit in the jar.

Any large, non-absorbent, flat, portable surface can work i.e. thick glass with taped edges, a window, a piece of porcelain or plexiglass, treated wood, or disposable palettes.

Sketchbook 9x12 or larger.

III. Mediums

Linseed Oil (Winsor & Newton suggested) and water.

IV. Surfaces and Other Materials

White Acrylic Gesso

Gesso brush or several sponge brushes 3" in width

Sand paper: fine and medium grit.

I encourage you to experiment with a variety of surfaces. I will give demonstrations on how to prime wood, masonite, paper and make your own stretcher bars utilizing the table and mitre saws. At some point in the semester, you will be encouraged to make your own stretcher bars.

Note: Birch plywood, either ½ or ¾” thick works really well and has a smooth surface to paint on. You can use this as an alternative to masonite or canvas. Your local hard ware store should have it.

You will also do weekly alla prima paintings on primed paper. I recommend watercolor paper 140 lbs. or heavier. I will ask you to tear the piece of paper (22x30”) into four separate sheets, each being 11x15” for each of your paintings.

For our still life paintings:

2 cut board or canvases ready to work on size 12”x16”

For our larger color investigations:

3 cut boards or canvases (1 for each date above) ready to work on size 18 x 24”

For our photobased project:

One custom-built stretcher approx 40”-50”. The exact size will be determined by your chosen image.

Final painting (time permitting):

1 canvas or wood panel (30 x40”) or larger.

Required Text: *A Giacometti Portrait* by James Lord (available at bookstore)

In addition to the required text, I recommend the following to painting students:

Bernard Chaet *An Artist’s Notebook, Techniques and Materials*

Steve Allrich *Painting for the Serious Beginner*

Ralph Mayer *The Painter’s Craft*

David Hornung *Color: a workshop approach*

Disability Services at WNMU: Services for students with disabilities are provided through the Academic Support Center’s Disability Services Office in the Juan Chacon Building, Room 220. Some examples of the assistance provided are: audio materials for the blind or dyslexic, note takers, readers, campus guides, audio recorders, a quiet testing area, and undergraduate academic tutors. In order to qualify for these services, documentation must be provided by qualified professionals on an annual basis. Disability Services forms are available in the Academic Support Center. The Disability Services Office, in conjunction with the Academic Support Center, serves as Western New Mexico University's liaison for students with disabilities. The Academic Support Center’s Disability Services Office can be contacted by phone at 575.538.6400 or e-mail at matt@wnmu.edu.

Communication Policy Statement regarding official email : WNMU’s policy requires that all official communication be sent via Mustang Express. As a result, all emails related to your enrollment at WNMU and class communication – including changes in assignments and grades – will be sent to your wnmu.edu email address. It is very important that you access your Mustang Express e-mail periodically to check for

correspondence from the University. **If you receive most of your email at a different address you can forward your messages from Mustang Express to your other address.**

Example: Martin Classmember was assigned a WNMU email address of classmemberm12@wnmu.edu but Martin would rather receive his emails at his home email address of martinclass@yahoo.com

Martin would follow the direction provided at <http://www.wnmu.edu/campusdocs/direction%20for%20forwarding%20email.htm>

WNMU Policy on Email Passwords: WNMU requires that passwords for access to all of the protected software, programs, and applications will be robust, including complexity in the number of characters required, the combination of characters required, and the frequency in which passwords are required to be changed. Minimum complexity shall include:

- Passwords shall contain at least six (6) characters.
- Passwords shall contain at least one capital (upper case) letter, and at least one symbol (numbers and characters such as @ # \$ % & *).
- Passwords shall be changed at least every 90 days. (8/6/08)

Academic Integrity Policy and Procedures: Each student shall observe standards of honesty and integrity in academic work as defined in the WNMU catalog. Violations of academic integrity include “any behavior that misrepresents or falsifies a student’s knowledge, skills or ability with the goal of unjustified or illegitimate evaluation or gain” (WNMU Faculty Handbook, 2008). Generally violations of the academic integrity include cheating and plagiarism. Refer to the catalog pages 60-61 for definitions. Penalties for infractions of academic integrity in this class are as follows:

Plagiarism: “the intentional or unintentional representation of another’s work as one’s own without proper acknowledgement of the original author or creator of the work” (WNMU Faculty Handbook, 2008).

Plagiarized work will receive a grade of a 0 with possible dismal from course.

Cheating: “using or attempting to use unauthorized materials...and unauthorized collaboration with others, copying the work of another or any action that presents the work of others to misrepresent the student’s knowledge” (WNMU Faculty Handbook, 2008).

Anyone caught cheating on an exam will receive a grade of a 0 with possible dismal from course.

Class Procedures for Inclement Weather: You are responsible for checking your email as well as university updates for updates and instruction regarding inclement weather.

Painting I

Abbott

FOOD PAINTING

OBJECTIVE: Create a large-scale photorealistic painting utilizing the grid from a food image chosen for its strong formal characteristics. Students will be constructing their own stretcher bars for this painting. You must participate in a wood shop demonstration and pass the accompanying quiz before using the table and miter saw. We will consider artist Wayne Thiebaud and his food paintings as metaphors for paint and the painting process and we will look at photorealists Janet Fish, Richard Estes, and Audrey Flack.

DIRECTIONS:

- 1) Find a food image that has strong formal characteristics. There should be evidence of depth of field, or diminution of detail and saturation, in your image as the information goes back in space.
- 2) Make your painting support so that it is proportionate to your image with the shortest dimension around 36".
- 3) Grid out your image into one-inch square.
- 4) Once your canvas is stretched, primed and sanded, lightly draw a grid that is proportionate to the grid on your image. (Make certain that you are going from square to square to avoid any distortion.)
- 5) Lay down imprematura color and begin painting in general shapes.

This will be due for critique **Monday, March 11th**.

Past Student Examples:





Painting I

Criteria	Distinguished 20-18 points	Proficient 17-16 points	Competent 16-14 points	Emerging 13- points	Points Earned
Presentation	Final work is clean, presentation is professional, and work is finished on time.	Presentation is of student quality and is completed on time.	Presentation approaches student quality or is late.	Presentation is sloppy, work is late or incomplete.	
Effort	Student has worked diligently and put in the necessary time and effort to produce a superior product.	Assignment objectives are met, time and effort is evident and the painting is a success.	There is evidence of time and effort but not of success. More time is needed in preparation and analysis.	The finished product shows a lack of commitment to the goals of the assignment.	
Composition	Shows highly complex and sophisticated relationships between elements. Elements are correctly balanced.	Design elements relate satisfactorily to the whole. Space within the work is properly utilized.	Artwork struggles to achieve a unified composition. Attempt is apparent, though weak. Elemental balance is weak yet can be altered by simple corrective alterations.	Elements do not properly relate to each other or as the whole.	
Creativity	Reflects a high level of originality. Student uses color, line and form in a highly original manner.	Reflects originality. Student uses color, line and form in an original manner.	Painting shows some evidence of originality. Student uses color, line and form in a slightly original manner.	Painting shows little or no evidence of original thought. Student does not use color, line, or form in a creative manner.	
Formal Elements	Color, saturation, values, proportion, line, shape are understood, changed or distorted in a highly controlled manner. Student understands principles of color mixing and shows mastery of water-soluble oils.	Painting concepts understood and controlled. Color, values, proportion, line, shape are correct.	Artwork shows a grasp of painting concepts but is weak as a whole. Color, value, line, shape and proportion are understood within individual portions of painting, but do not relate properly to the whole.	Student does not grasp basic understanding of painting concepts. Color is not sophisticated, line is weak, and forms are confused or incorrectly represented.	

NEW MEXICO HIGHER EDUCATION DEPARTMENT

SUSANA MARTINEZ
GOVERNOR



DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	WNMU
Department	ART
Course Number, Title, Credits	ART 107, Drawing I, 4
Co-requisite Course Number and Title, if any	N/A
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	John Abbott
Email and Phone Number of Contact Person	John.abbott@wnmu.edu (575) 538-6443

Was this course previously part of the general education curriculum?

☐ Yes ☒ No

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☐ Communications ☐ Mathematics ☐ Science ☐ Social & Behavioral Sciences
☐ Humanities ☒ Creative & Fine Arts ☐ Other

Which essential skills will be addressed?

☒ Communication ☒ Critical Thinking ☐ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

This is a unique course that does not fall within Common Course Numbering System.

List all learning outcomes that are shared between course sections at your institution.

Course Objectives:

A. This course provides an intellectual foundation for exploring and understanding the four philosophical questions underpinning WNMU's Applied Liberal Arts and Sciences program (ALAS):

- What is Truth?
- What is Justice?
- What does it mean to be Human?
- How should we Live?

By the end of the course, students should be able to apply these questions to both the course content and to their lives in a reflective manner.

B. Students will practice, apply, and improve 4 of New Mexico's 5 essential skills assessed in this course, demonstrating basic competency as follows:

Communication:

Consistently demonstrates the ability to

1. explain content thoroughly
2. use a logical structure to convey content
3. follow standard drawing instruction with an emphasis on process

Critical Thinking:

Consistently demonstrates critical thinking skills by showing understanding of course content, asking thoughtful questions, and engaging with the course material.

Information Literacy:

Consistently demonstrates ability to conduct and evaluate basic research, understand and explain the research material, and apply that research within another context.

Personal and Social Responsibility:

Consistently meets course requirements for attendance, meeting deadlines, and being a respectful and active class participant.

All ALAS courses agree to the following learning outcomes:

1. Actively participate in helping students develop a WNMU ALAS liberal arts foundation
2. Provide discipline-specific context for the Big Questions
3. Model how to think about these Big Questions within the context of the course
4. Consistently ask students to reflect on the questions (at least 2-3 times during the course)

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Drawing I fulfills the state learning outcomes criteria as it relates to communication. With regards to Genre and Medium Awareness, students work in different genres including still-life, portraiture, landscape, abstraction, and photo-based realism where students work from the grid to produce a photo-realistic drawing with an emphasis on value and mark making. Students also experiment with less traditional strategies for image making and thinking about drawing including abstraction (Abstraction Through Repetition) and non-objective imagery (Grid Drawing). With each new genre discussed, students are introduced to a variety of drawings throughout art history and the meanings or messages in the work are discussed. Techniques we discuss in Drawing I include hatching, crosshatching, stippling and blending. The emphasis in Drawing I is on observational drawing. Students explore achromatic mediums including vine and

compressed charcoal, graphite, powdered graphite, carbon, conté crayon, oil stick, pen and ink. We discuss the limitations and strengths of each medium. Students are encouraged to experiment with other media as well for their *Abstraction Through Repetition* projects. Strategies for Understanding, Evaluating, and Communicating as it pertains to composition are discussed in presentations of drawings from art history. Students are taught how to “read” the composition of a drawing, discussing effective visual communication through drawing. Evaluation comes in the form of critiques, individual conferences, and through the implementation of rubrics. Critique assesses the strength or shortcomings of students work. Students present and defend their work to the class on assigned due dates throughout the semester. Critiques after each project will assess what was learned, what was successful and what was not while also assessing comprehension of vocabulary, formal or conceptual ideas and techniques. Evaluation and Production of Arguments occurs during critique. During critique, students evaluate and consider integrating arguments of others into their work. Evaluation of a student's work is by means of individual and group critiques which assess presentation, effort, composition, creativity, and the formal elements/principles of design. The student must acquire the necessary means to foster objectivity in assessing their own work to ensure an honest self-evaluation. There is also a public, final exhibition at the end of the semester. This is often students first experience publicly showing their work and they are encouraged to discuss their ideas with visitors from the university and community. Students also write a reflective essay evaluating their choices and overall performance over the duration of the semester. Students turn in a final portfolio of all work at the end of the semester.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Drawing I fulfills the state learning outcomes criteria as it relates to Critical Thinking. With regard to Problem Setting, students are confronted with a still-life (open ended problem) that the instructor constructs. Students must apply their critical thinking skills in the problem of translating the three-dimensional world onto a two-dimensional plane. They will be applying concepts we learn in class to help assist in this translation. Students will be given the tools to depict illusionistic space and three-dimensional form through an applied understanding of linear and atmospheric perspective, value, scale change, and contour lines. Figuring out how to manipulate each respective media successfully is another problem for *Drawing I* students. Evidence Acquisition is evidenced in students' sketchbooks (development of compositional ideas) as well as the drawings themselves. Value, composition and mark making are discussed in determining the success of the drawing. Evidence Evaluation occurs during critique when the class assesses the evidence presented to them, evaluating the credibility and relevance of the work as it relates to how it is being presented. Personal assumptions are discussed and championed or challenged. All student drawings are photographed to document student growth for course and program assessment purposes. With regard to Reasoning/Conclusion, students and instructor present informed, well-reasoned evaluations at critique. Students learn to differentiate between strong and weak drawing.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

N/A

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

Drawing I fulfills the state learning outcomes criteria as it relates to Personal & Social Responsibility. Intercultural Reasoning and Intercultural Competence is developed through looking at work from other cultures, specifically outside the canon of art history, in order to locate and understand ideas beyond western culture and to introduce students to new and unfamiliar ideas. We discuss and consider how paintings from the same time period differs between cultures and why. With regards to Sustainability and the Natural and Human Worlds, the course curriculum includes a landscape drawing unit where students meet at designated spots in and around the wilderness. Students are encouraged to slow down and pay reverence to what they see in the natural world when drawing from direct observation. Students produce a sustained, tonal, charcoal landscape drawing as well as an outside of class project documenting light's effect on form by drawing the landscape observed at two different times of day. Also included in this unit is a master copy of a landscape drawing taken from the canon of art history and replicated in proportion, media and tone of paper. Students give a short presentation on this artist at critique sharing with the class where the artist is from,

what movement they belonged to, and what contributions they made towards the advancement of landscape drawing. By spending time in nature and observing closely what they see, students develop an appreciation for the natural world. We discuss personal responsibility with regards to sustainability before embarking into the landscape to draw. Critiques provide moments of self-reflection on assignments that include Social/Personal Responsibility assessment. Students are encouraged to honestly assess each other's work and objectively take responsibility for any issues in their work. Students are responsible for maintaining a clean and safe studio. Ethical Reasoning applies to each assignment. Students are shown multiple past examples that reflect differing value sets. The student compares this range of perspectives to locate an ethical solution that is their own. For Collaboration Skills, Teamwork and Value Systems students work together to create a mural size graphite and carbon drawing of an image collectively chosen from a selection of achromatic images picked out by the instructor.

Information & Digital Literacy. Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry

E. Supporting Documents (required).

☒ Sample Course Rubric Attached ☒ Sample Assessment Attached

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan [WNMU GE Assessment LINK](#)

This course meets institutional standards for general education.



Signature of Chief Academic Officer

1/25/2019

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Western New Mexico University - Expressive Arts

Syllabus for Art 107 Drawing I - Fall 2018 T,TR 12:30 - 3:15 – Chino 20 CRN 10748

Associate Professor of Painting: John Phillip Abbott
Office Phone: 538-6515
Office Hours: Monday 1-3, Tuesday and Thursday 11:30-12:30, Wednesday 1-2

Office Location: Chino Building #119
Email: abbottj@wnmu.edu

Course Description

This class will discuss the basic skills, techniques, and materials related to drawing with explorations of media, technique, format, concept, and abstraction. You will develop familiar techniques and concepts of observational drawing, while experimenting with less traditional strategies for making and thinking about drawing. A variety of approaches to the planning and execution of drawings will be covered. The development of your critical thinking skills and art-related vocabulary will be emphasized. Be involved with your peers and excited to hear their opinions and suggestions. Be open to taking risks.

Students will work on assigned visual problems in the classroom and will learn to be inventive through observation and experimentation. Emphasis will be given to observational exercises. Evaluation of a student's work is by means of individual and group critiques which assess originality, improvement, craftsmanship and general adherence to instructions set forth by the instructor. Students are required to keep all of their work done throughout the semester for final portfolio reviews. Do not roll artwork. Scheduled in-class critiques will assess only completed projects. There will be a final portfolio review that will determine your final grade.

Course Requirements

- **Assignments:** Assignments must be turned in on time to be eligible for an A grade. Late work will be accepted up to one class period after it is due, and will be marked down one full grade. (If it's due on Monday I'll accept it until the beginning of class Wednesday.) Work turned in later than one subsequent class period will receive a failing grade.
- **Attendance:** **I will allow up to three absences without penalty.** If you miss additional classes your attendance & participation grade will be lowered for each subsequent absence (i.e. B to C). Leaving early or arriving late will also adversely affect your grade.
- **Civility Clause:** Group participation is stressed during class critiques. During our critiques you are expected to pay attention, talk about what you see and try to substantiate any judgments made about a particular work. It is important to be honest, specific and empathetic when expressing your views.

It is unacceptable to make derogatory, racist, sexist, intimidating or otherwise potentially hurtful or abusive comments, whether they are directed toward the instructor, other class members, or persons outside the class. Doing so will not only earn you an invitation to leave the room (and be marked absent for the day).

II. Grading and Attendance

A student's grade is based upon a combination of the following factors: in-class participation and attitude, attendance, outside work, sketchbook, and final portfolio content. The greatest factor in determining grades is successful effort shown within the guidelines of a particular project. Craftsmanship is crucial.

In grading your drawings, I will evaluate how well they demonstrate the following:

- Understanding of assignment – Does your work demonstrate an understanding of the assignment, and does it meet assignment objectives?
- Assignment development – Does your work evidence an adequate amount of effort and initiative? Did you challenge yourself? Have you utilized drawing concepts covered in the class in order to create a successful drawing?
- Presentation – Have you constructed and presented your work neatly and with attention to craftsmanship?
- Unique solution – Is your solution original, inventive, creative?

Below is a list of characteristics exhibited by students and corresponding grades. Use this as a general guide; the greatest factor in determining grades is “effort shown within the guidelines of a particular project”.

of	A superior quality work no absence problem contributes to discussion extra time spent outside class on a consistent basis all work done on time
on	B above average quality of work work almost always done on time three hours per week spent work outside of class
	C minimum quantity of work no special effort shown on work work done outside scope of assignments
to	D poor quality work late work work not related to projects attendance problems no contribution discussion
	F numerous unfinished projects student has excessive absences or doesn't finish the class

No extra credit.

As with all interactive studio courses, consistent attendance is imperative. If you are late for class or leave early, you will be counted absent. As a general rule, after 10 minutes I count a half absence and after 30 minutes I count a full absence. A maximum of three unexcused absences is allowed before there is a drop in the final grade. After the third absence, every additional absence drops your grade by half a letter grade. No

excuses. Religious holidays constitute an excused absence only if you declare your intention to observe (including names and dates of holidays) in writing during the first two days of class. If you decide for any reason not to finish this course, you must drop the course through administrative channels.

III. Supplies

- masonite drawing board (22" x 30"), or 2 large metal (bulldog) clips plus a piece of masonite
- white drawing paper (18" x 24")
- kneadable eraser
- white synthetic eraser
- soft graphite drawing pencils (such as 2B, 4B, 6B, 8b, ebony) (optional: medium and hard drawing pencils and/or a mechanical pencil)
- white pencil (General)
- soft vine charcoal
- compressed charcoal (suggested Cretacolor Chunky)
- final spray fixative (Krylon)
- black felt tip pen (medium)
- conte crayon
- blending stick (stump)
- Rives BFK paper (for later in the term)
- gray paper (for later in the term)
- portfolio envelope, 20" x 26" (purchased or homemade)
- large bamboo brush
- India ink
- additional paper and supplies as needed
- something to carry your drawing supplies in
- container for water (like a used yogurt container)

- **Textbook (not required)** Wayne Enstice & Melody *Peters Drawing: Space, Form, and Expression* 3rd edition Pearson/Prentice Hall 2003

Disability Services at WNMU: Services for students with disabilities are provided through the Academic Support Center's Disability Services Office in the Juan Chacon Building, Room 220. Some examples of the assistance provided are: audio materials for the blind or dyslexic, note takers, readers, campus guides, audio recorders, a quiet testing area, and undergraduate academic tutors. In order to qualify for these services, documentation must be provided by qualified professionals on an annual basis. Disability Services forms are available in the Academic Support Center. The Disability Services Office, in conjunction with the Academic Support Center, serves as Western New Mexico University's liaison for students with disabilities. The Academic Support Center's Disability Services Office can be contacted by phone at 575.538.6400 or e-mail at mattterr@wnmu.edu.

Communication Policy Statement regarding official email : WNMU's policy requires that all official communication be sent via Mustang Express. As a result, all emails related to your enrollment at WNMU and class communication – including changes in assignments and grades – will be sent to your wnmu.edu email address. It is very important that you access your Mustang Express e-mail periodically to check for correspondence from the University. **If you receive most of your email at a different address you can forward your messages from Mustang Express to your other address.**

Example: Martin Classmember was assigned a WNMU email address of classmember12@wnmu.edu but Martin would rather receive his emails at his home email address of martinclass@yahoo.com

Martin would follow the direction provided at <http://www.wnmu.edu/campusdocs/direction%20for%20forwarding%20email.htm>

WNMU Policy on Email Passwords: WNMU requires that passwords for access to all of the protected software, programs, and applications will be robust, including complexity in the number of characters required, the combination of characters required, and the frequency in which passwords are required to be changed. Minimum complexity shall include:

- Passwords shall contain at least six (6) characters.
- Passwords shall contain at least one capital (upper case) letter, and at least one symbol (numbers and characters such as @ # \$ % & *).
- Passwords shall be changed at least every 90 days. (8/6/08)

Academic Integrity Policy and Procedures: Each student shall observe standards of honesty and integrity in academic work as defined in the WNMU catalog. Violations of academic integrity include “any behavior that misrepresents or falsifies a student’s knowledge, skills or ability with the goal of unjustified or illegitimate evaluation or gain” (WNMU Faculty Handbook, 2008). Generally violations of the academic integrity include cheating and plagiarism. Refer to the catalog pages 60-61 for definitions. Penalties for infractions of academic integrity in this class are as follows:

Plagiarism: “the intentional or unintentional representation of another’s work as one’s own without proper acknowledgement of the original author or creator of the work” (WNMU Faculty Handbook, 2008).

Plagiarized work will receive a grade of a 0 with possible dismissal from course.

Cheating: “using or attempting to use unauthorized materials...and unauthorized collaboration with others, copying the work of another or any action that presents the work of others to misrepresent the student’s knowledge” (WNMU Faculty Handbook, 2008).

Anyone caught cheating on an exam will receive a grade of a 0 with possible dismissal from course.

Class Procedures for Inclement Weather: You are responsible for checking your email as well as university updates for updates and instruction regarding inclement weather.

ABSTRACTION THROUGH REPETITION

OBJECTIVE: Create an abstract drawing utilizing observational methodology, although the empirical identity of your object will be lost in the drawing process. The object to be used is a hand tool. Utilizing your hand tool as source material, create a drawing which loses the identity of the tool through the process of repetition.

DIRECTIONS:

- 1) Research different kinds of paper. Take into consideration the value, texture, weight, edge, of the paper before settling on final paper for project. Be prepared to share with the class some information regarding your paper choice at critique.
- 2) Start with a linear or tonal (or combination) drawing of your object on paper from drawing pad. Larger than actual size is recommended. Fit and fill the page. Consider Jim Dines tool drawings.
- 3) Research media. Experiment to find what works and what doesn't before moving to your final drawing. Be prepared to share some of your research at critique.
- 4) On your carefully selected individual sheet of paper, repeat the drawing of your object at least 10, but more like 100 times. Overlap, superimpose, fill the page, erase extensively, and transmute. In the end, formal properties, or "passages", will guide the execution. Your investment of time should be evident in the finished work.

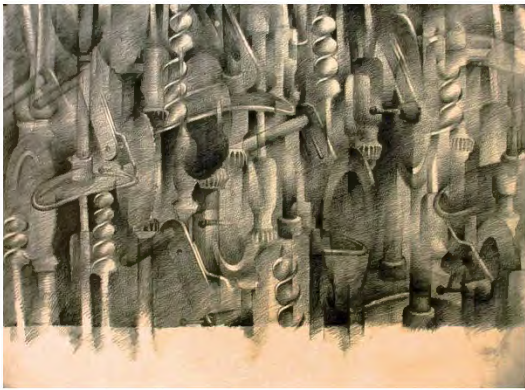
NOTES:

Recommended materials are charcoal or graphite but feel free to experiment with wet, achromatic media as well, such as ink. Choose media which allows corrections and a great deal of change. Size and format are open, but you are expected to put in the time.

This will be due for critique **Tuesday, November 17th**.

Past student examples:





Drawing I

Criteria	Distinguished 20-18 points	Proficient 17-16 points	Competent 16-14 points	Emerging 13- points	Points Earned
Presentation	Final work is clean, presentation is professional, and work is finished on time.	Presentation is of student quality and is completed on time.	Presentation approaches student quality or is late.	Presentation is sloppy, work is late or incomplete.	
Effort	Student has worked diligently and put in the necessary time and effort to produce a superior product.	Assignment objectives are met, time and effort is evident and the drawing is a success.	There is evidence of time and effort but not of success. More time is needed in preparation and analysis.	The finished product shows a lack of commitment to the goals of the assignment.	
Composition	Shows highly complex and sophisticated relationships between elements. Elements are correctly balanced.	Design elements relate satisfactorily to the whole. Space within the work is properly utilized.	Artwork struggles to achieve a unified composition. Attempt is apparent, though weak. Elemental balance is weak yet can be altered by simple corrective alterations.	Elements do not properly relate to each other or as the whole.	
Creativity	Reflects a high level of originality. Student uses line, shading or form in a highly original manner.	Reflects originality. Student uses line, shading or form in an original manner.	Drawing shows some evidence of originality. Student uses line, shading or form in a slightly original manner.	Drawing shows little or no evidence of original thought. Student does not use line, shading or form in a creative manner.	
Formal Elements/ Principles of Design	Values, proportion, line, shape are understood, changed or distorted in a highly controlled manner. Student understands principles of drawing and masters the medium.	Drawing principles understood and controlled. Values, proportion, line, shape are correct.	Artwork shows a grasp of drawing concepts but is weak as a whole. Tonal value, line, shape and proportion are understood within individual portions of drawing, but do not relate properly to the whole.	Student does not grasp basic understanding of drawing principles. Proportions are wrong, line is weak, and forms are confused or incorrectly represented.	

General Education Area Other

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College	
Department	School of Adult and General Education	
Course Number, Title, Credits	FYEX 1120, Freshman Year Experience, 3 credits	
Co-requisite Course Number and Title, if any	N/A	
Is this application for your system (ENMU, NMSU, & UNM)?	No	
Name and Title of Contact Person	Andy Tibble and Judith Tomasson, Faculty	
Email and Phone Number of Contact Person	<u>atibble@cnm.edu</u>	Phone: (505) 224-4000 ext. 50154
	<u>jbalazs@cnm.edu</u>	Phone: (505) 224-4000 ext. 50239

Was this course previously part of the general education curriculum?

☐ Yes ☒ No

This course will fulfill general education requirements for (check all that apply):

☒ AA/AS/BA/BS ☒ AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☐ Communications ☐ Mathematics ☐ Science ☐ Social & Behavioral Sciences
☐ Humanities ☐ Creative & Fine Arts ☒ Other

Which essential skills will be addressed?

☐ Communication ☒ Critical Thinking ☒ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

FYEX 1120

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

List approved common course Student Learning Outcomes

Student Learning Outcomes:

1. Recognize the ways in which s/he is responsible for her/his own experience in education.
2. Identify, locate, and utilize available campus resources essential for academic success.
3. Create long- and short-term goals associated with student success and career planning.
4. Implement time management techniques to organize the semester's workload.
5. Develop strategies to use individual strengths to succeed and reflect upon coursework and course progress in multiple classes to alter academic behaviors and create deeper meaning and learning.
6. Apply the skills essential for analyzing and solving problems in her/his academic, professional, and personal life, which may include financial literacy and wellness management.
7. Develop and apply essential skills such as reading, taking notes, studying, memorizing, taking tests, and self-management skills necessary for college success.
8. Identify and revise self-defeating patterns of behavior, thought, and emotion as well as unconscious limiting beliefs.
9. Develop supportive relationships with members of the campus community.
10. Develop essential reading, writing, and critical thinking skills used in study and in research.
11. Demonstrate understanding of how to use the computer for academic purposes, including learning management systems, email communications, research databases, degree audit, and other online resources.

Institution-specific Student Learning Outcomes

FYEX uses the approved Common Course SLOs.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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 the outcomes of the first essential skill. 200 – 300 words.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

A fundamental curricular principle for the FYEX course is that students should develop their capacity for identifying, assessing, and solving problems. Problems addressed in the course can include academic, personal, employment, family, and health issues. Students learn to apply a six-step Wise Choice Process for responsible decision-making. Making wise choices is a key element of critical thinking and this process-oriented approach to problem solving aligns closely with the component skills described in the Essential Skills rubric. The Wise Choice Process requires students to demonstrate each of the Component Skills:

Problem Setting: students identify and delineate problem situations affecting their personal or academic circumstances. Students learn to frame problems in terms of their own responsibility and choices.

Evidence Acquisition: Students are expected to research and explore possible options related to a problem and to analyze/predict the likely outcomes related to those options. Students are expected to consult with instructors, advisors, tutors, and coaches to develop effective approaches to solving problems. Based on this input they select the best option(s) available.

Evidence Evaluation: Students develop criteria by which to assess the results of their new actions and a plan for adjusting actions as necessary.

Reasoning/Conclusion: students describe the problem-solving process both in reflective Journal writing and in a formal essay assignment. Students develop conclusions based on the actions they have taken and a plan for further improvement.

Student learning regarding the Wise Choice process is assessed via journal writing and in a formal essay assignment where students reflect on outcomes related to the problem-solving process and new actions they have taken to address academic challenges in other courses.

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 the outcomes of the third essential skill. 200 – 300 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*

The FYEX course specifically promotes the development of the personal and social responsibility skills that students need to be successful in college and beyond. The course explicitly teaches core principles of accepting personal responsibility, discovering self-motivation, mastering self-management, employing interdependence, gaining self-awareness, adopting lifelong learning, and developing emotional intelligence.

To develop Intercultural Reasoning and Intercultural Competence students learn concepts related to respecting cultural differences by analyzing case studies. Concepts include microaggressions, stereotypes, nonverbal behaviors. Case studies culminate with small group presentations to the class.

To develop Ethical Reasoning students do weekly journal writing that asks them to reflect on their past and present behavior related to the core principles. In one journal writing assignment they describe a time they passed a personal integrity test or kept a difficult commitment. The assignment asks students to identify the values they demonstrated by their actions and how that demonstrates their ethical outlook.

A key goal of the FYEX 1120 course is to develop connections between students and the college community. Collaboration and Teamwork skills are developed through regular collaborative classroom assignments and small group projects. Small group projects include research assignments related to learning strategies, college resources, financial management, career exploration etc. Group projects culminate in an informational paper and a classroom presentation. Students are assessed both by the instructor and peer

team members.

The Semester Success Project in the FYEX course asks students to write a 1000 word essay or letter that captures what they have learned regarding the course core principles (accepting personal responsibility, discovering self-motivation, mastering self-management, employing interdependence, gaining self-awareness, adopting lifelong learning, and developing emotional intelligence). The attached project description and rubric shows how student learning in this area is evaluated. All students are required to complete the final project.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

The course supports the effective use of technology for academic purposes, including the use of learning management systems, email communications, research databases, degree audit, and other online resources (e.g. career and degree planning tools).

In order to develop Digital Literacy, students are expected to employ various digital devices (computers, smartphones, tablets) to access and use the CNM learning management system to submit assignments, practice email and messaging communications, participate in online discussions, and take online assessments. Digital Literacy is assessed through in-class group presentations of research projects that employ digital presentation tools.

To develop Research as Inquiry skills students may choose research assignments. One assignment in the course is a career exploration project. Students first complete an online career interest survey and reflect on its results. Students then select, use, and organize information about a career, including its work environment, job responsibilities, estimated earnings, job outlook, etc. The students produce a comprehensive career report that is presented to the class using a digital format. The project is assessed via in class presentation and written report. In another assignment students research college programs and degrees using CNM resources that allow them to plan future coursework and run “what if?” scenarios. The project is assessed via in class presentation and written report.

Students develop skills in Informational Structures formulating research questions and evaluating information sources. In one FYEX assignment students learn appropriate formats for communicating with instructors and other college personnel when using email or other digital messaging. Students critique and correct examples of inappropriate messaging and rewrite with emphasis on standard English and clarity. In research projects students are asked to conduct basic evaluation of internet resources, such as identifying informational sources that are from for-profit, non-profit, governmental or educational sites.

E. Supporting Documents

☒ **Sample Course Rubric Attached** (recommended) ☒ **Sample Assessment Attached** (required)

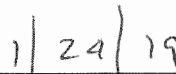
Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

Purpose and Instructions

- The purpose of the Semester Success Project is to incorporate the most important ideas you learned from the textbook this semester. Your paper will demonstrate what you learned in this course and how you can apply this in your future. The Semester Success Project is the equivalent to a Final Exam in this course.
 - Students will complete ONE of the following options. Each option requires a 1000-word essay.
 - For the option you select, the specific strategies you write about will be drawn from the 7 Choices of Successful Students, as outlined on the second page of this document.
 - For the option you select, follow the instructions and the suggested outline for organizing your paper.
 - Papers must be double-spaced, grammatically correct and free of errors.
-

Option 1: Personal Philosophy of Success Essay

In this essay, you will present your own Personal Philosophy of Success, identifying the *Choices of Successful Students* that you will use for years to come. This essay is your opportunity to write the script that will keep you on course to a rich, personally fulfilling life! An "A" paper will . . .

1. Begin with a paragraph that introduces your reader to your Personal Philosophy of Success. (Which success strategies are part of your philosophy and why?)
2. Continue with paragraphs that elaborate on the Choices of Successful Students that are part of your philosophy, one choice per paragraph. These paragraphs should demonstrate the writer's careful consideration of three or more *On Course* Success Strategies and contain extensive support (examples, experiences, evidence, and/or explanation) for each strategy. Feel free to incorporate quotes from other people.
3. Conclude your paper with a paragraph summarizing your Personal Philosophy and what you learned from this project.
4. Show a commitment to excellence in preparation, including professional appearance and a command of standard English. You are encouraged to ask for assistance from the ACE Tutoring Center. Grammar errors will cost you points on this project. The minimum length for this project is 1000 words (not 999).

Option 2: Creating Success (letter)

Write a letter to someone you love (your child, grandchild, brother, sister, etc. Writing to a spouse or significant other is NOT recommended.) Tell the person how he/she can create a successful life by following your examples. Share three or more specific strategies you have learned in this course. If the person you write to is very young (or not even born yet), you may want to give the letter as a gift when he/she is old enough to benefit from your wisdom. Minimum length: 1000 words (not 999). An "A" project will . . .

1. Begin with an introductory paragraph explaining the purpose of your letter.
2. Continue with a paragraph explaining your personal definition of success (including your own goals and dreams).
3. Continue with three or more paragraphs that explain how to use Choices of Successful Students that you learned in this course. Discuss only one success Choice per paragraph, giving specific examples. IMPORTANT: In each paragraph offer your specific experience of using this strategy in your life, currently and in the future. If you have not used the success strategy in your life, don't write about it.
4. Conclude with a summary of your suggestions and a personal wish for the recipient of your letter.
5. Show a commitment to excellence in preparation of your project, including professional appearance and a command of standard English. You are encouraged to ask for assistance from the ACE Tutoring Center. Grammar errors will cost you points on this project. The minimum length for this project is 1000 words (not 999).

For whichever project you select, you must write about at least 3 of the 7 Choices of Successful Students listed below. The bulleted lists below each Choice provides a summary of the concepts presented in that chapter. Use these and your textbook as a reference to provide specific examples of how you practice, or plan to practice, each Choice you write about.

Choice of Successful Students: Accepting Personal Responsibility, Ch. 2

- Victim-Creator model
- Creator language
- Inner Voices (Critic, Defender, Guide)
- The Wise Choice Process

Choice of Successful Students: Discovering Self-Motivation, Ch. 3

- Formula for motivation $V \times E = M$
- Setting Goals (using DAPPS)
- Visualization techniques
- Positive Affirmations

Choice of Successful Students: Mastering Self-Management, Ch. 4

- Time management tools, such as calendars and other planning tools
- 4 Quadrant system
- 32-day commitment
- Developing discipline

Choice of Successful Students: Employing Interdependence, Ch. 5

- Creating a support system
- Active listening
- Being assertive and making requests
- Respecting cultural differences

Choice of Successful Students: Gaining Self-Awareness, Ch. 6

- Identifying scripts
- Core beliefs
- Recognizing when you are off-course
- Rewriting outdated scripts
- Rules for life and school

Choice of Successful Students: Adopting Lifelong Learning, Ch. 7

- Developing a Growth Mindset
- Learning preferences
- Critical Thinking
- Logical arguments
- Personal integrity
- Academic integrity

Choice of Successful Students: Developing Emotional Intelligence, Ch. 8

- 4 Components of emotional intelligence
- Managing stress: developing new thoughts and new behaviors
- Creating flow

Grading Rubric

Category	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Essay or Letter Introduction and Conclusion	The introduction is inviting, states the main topic and clearly explains the purpose of the project. The conclusion is strong and leaves the <i>reader with a feeling</i> that they understand what the writer is “getting at.” 18-20 points	The introduction states the main topic and purpose of the project. The conclusion is recognizable and ties up almost all the loose ends. 16-17 points	The introduction states the main topic, but does not adequately explain the purpose of the project. The conclusion is recognizable, but leaves untied several loose ends. 14-15 points	There is no clear introduction of the main topic, or of the purpose of the project. There is no clear conclusion. The paper just ends. 0-13 points
Essay or Letter Body Paragraphs	There are three or more body paragraphs that effectively address at least 3 of the different success strategies. Paragraphs clearly explain the strategies; including specific experiences of the writer using the <i>strategies and detailed</i> discussion of future application of the strategies. Paragraphs are well organized. 72-80 points	There are three or more body paragraphs that deal with the different success strategies. Body paragraphs explain the strategies; including some explanation of the author’s using the strategies, and some <i>discussion of future</i> application. Paragraphs are coherently organized. 64-71 points	There are three or more body paragraphs that deal with the different success strategies, but some of the body paragraphs do not explain the strategies, nor do all paragraphs contain explanations of the author’s specific use and future application of the <i>strategies</i> . <i>Organization</i> is difficult to follow. 56-63 points	There are fewer than three body paragraphs for the different success strategies. Body paragraphs do not explain the strategies and do not contain explanations of the author’s use and future application of the strategies. Paragraphs are not organized in a coherent <i>format</i> . 0-55 points
Connection to “On Course” Text	Paper includes numerous references to the “On Course” text, connecting ideas from the text to the student’s own ideas. 72-80 points	Paper includes some references to the “On Course” text, connecting ideas from the text to some of the student’s own ideas. 64-71 points	Paper includes very few references/connections to the “On Course” text. 56-63 points	Paper does not include references/connections to the “On Course” text. 0-55 points
Use of English Language	Sentences are well constructed with <i>varied structure &</i> length. There are no errors in grammar, spelling, capitalization or punctuation that distract the reader from the content. 18-20 points	Most sentences are well-constructed with <i>varied structure and</i> length. Writer makes a few errors in grammar, spelling, capitalization or punctuation that distract from the content. 16-17 points	Some sentences are well-constructed but have a <i>similar structure</i> . Writer makes many errors in grammar, spelling, capitalization or punctuation that distract from the content. 14-15 points	Sentences lack structure & appear incomplete or <i>rambling & rarely vary in</i> length. Numerous errors in grammar, spelling, capitalization and punctuation distract from content. 0-13 points

TOTAL SCORE: _____/200 POSSIBLE POINTS

Comments:

NEW MEXICO HIGHER EDUCATION DEPARTMENT

SUSANA MARTINEZ
GOVERNOR



DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	WNMU
Department	HUM
Course Number, Title, Credits	HUM 176, Applied Liberal Arts & Sciences 1, 3
Co-requisite Course Number and Title, if any	N/A
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	Kate Oubre
Email and Phone Number of Contact Person	Katherine.Oubre@wnmu.edu (575) 538-6524

Was this course previously part of the general education curriculum?

☐ Yes ☒ No

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

☒ Other (Flex nine)

☐ Communications ☐ Mathematics ☐ Science ☐ Social & Behavioral Sciences ☐ Humanities ☐ Creative & Fine Arts

Which essential skills will be addressed?

☐ Communication ☒ Critical Thinking ☒ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

This is an unique course that does not fall within Common Course Numbering System. CCN form Submitted to HED on November 5th, 2018.

List all learning outcomes that are shared between course sections at your institution.

Course Objectives:

- A. This course provides an intellectual foundation for exploring and understanding the four philosophical questions underpinning WNMU's Applied Liberal Arts and Sciences program (ALAS):
- What is Truth?
 - What is Justice?
 - What does it mean to be Human?

- How should we Live?

By the end of the course, students should be able to apply these questions to both the course content and to their lives in a reflective manner.

- B. Students will practice, apply, and improve 4 of New Mexico's 5 essential skills assessed in this course, demonstrating basic competency as follows:

Communication:

Consistently demonstrates the ability to

1. explain content thoroughly
2. use a logical structure to convey content
3. follow standard English conventions, though there may be grammar/punctuation errors.

Critical Thinking:

Consistently demonstrates critical thinking skills by showing understanding of course content, asking thoughtful questions, and engaging with the course material.

Information Literacy:

Consistently demonstrates ability to conduct and evaluate basic research, understand and explain the research material, and apply that research within another context.

Personal and Social Responsibility:

Consistently demonstrates ability to engage in critical inquiry through ethical reasoning while recognizing and utilizing civic discourse.

All ALAS courses agree to the following learning outcomes:

1. Actively participate in helping students develop a WNMU ALAS liberal arts foundation
2. Provide discipline-specific context for the Big Questions
3. Model how to think about these Big Questions within the context of the course
4. Consistently ask students to reflect on the questions (at least 2-3 times during the course)

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

N/A

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students will be required to practice and hone their critical thinking skills in their daily reading and class activities through close reading strategies, discussion, and debate as they search for their answers to the 4 ALAS Big Questions: What is Truth? What is Justice? What is it to be Human? How should we Live? Students begin the course with a survey of their initial answers to these questions, and throughout the course, students are required to further refine their responses through a methodical process. Throughout the course, students engage with specific historical and modern contexts, problems, and questions and then consider their relationship to the Big

Questions. In major assignments as well as class debates and discussions, students will develop and practice research skills to acquire, identify, and utilize quality evidence to develop conclusions and explaining their reasoning based on quality evidence. Particularly in regard to “What is Truth?”, students will consistently practice the skills of analyzing evidence, considering how to distinguish fact from opinion, relevant from irrelevant information, assessing the credibility of data/information, identifying minority opinion and information as well as multiple perspectives on a problem/issue/debate, and assessing agreement among authorities in class activities, discussions, debates, and major essays and projects. All 4 major assignments include a Critical Thinking assessment.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

N/A

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

Ethics lies at the foundation of this ALAS core course. The course curriculum provides a historical lens into the development of ethical reasoning, which will be discussed in nearly every class period from The Epic of Gilgamesh to Brave New World, whether the reading is philosophical or literary. Crossing time and cultures, course content will require students to examine their own value systems and to understand and respect other cultural viewpoints and practices in order to develop intercultural reasoning and competence. Students practice civil discourse and engagement in class discussion/activities as well as major projects which require them to engage in, examine, and debate some of the biggest challenges we face as a species with our 4 Big Questions that run through the course: What is Truth? What is Justice? What does it mean to be human? And How should we Live? Students will create major projects that examine these questions from multiple perspectives and to analyze the ethical challenges that we face both historically and contemporarily. Coursework includes multiple self-reflection assignments that include Social/Personal Responsibility assessment.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

Humanities 176 provides students with a strong foundation in the 4 Big Questions that will assist them throughout their college career in evaluating a variety of texts, sources, and messages. Class discussions, activities, and assignment emphasize student intellectual engagement that promotes research as inquiry. “What is Truth?” in particular will be a primary focus for this course, as students will need to be able to deconstruct messages in order to determine an author’s use of facts, opinions, and inferences. For all major assignments, students will be required to continually refine their thesis statements and critical reading skills as well as incorporating and documenting textual evidence appropriately to support claims. In considering their project choices and each of the 4 Big Questions, students will be introduced to outside research as the course progresses. In the second half of the course assignments, class activities and two major assignments will require research question formulation, search statement construction, concept mapping, and information evaluation. To begin developing digital literacy skills, students will learn how to use and navigate Canvas as a required part of Humanities 176 as well as troubleshoot basic challenges in this LMS. Additionally, two of the four major assignments are project-based and students are strongly encouraged or required to use audio-visual technology. All required projects include Information Literacy assessment.

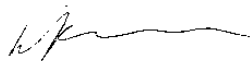
E. Supporting Documents (required).

☒ Syllabus Attached ☒ Sample Assessment Attached

F. Assessment (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan [WNMU General Assessment Plan](#)

This course meets institutional standards for general education.



Signature of Chief Academic Officer

1/25/2019

Date

HED Internal Use Only

Presented to NMCC on _____
Date

☐ Approved ☐ Denied

If denied, rationale:

Institution Notified on _____
Date

HUMANITIES 176
Our Search for Meaning: A Humanistic Overview
Fall 2018 Syllabus

CRN 12885

Class times: Monday & Wednesday 2:00 p.m. - 3:15 p.m.

Instructor: Prof. Jacquie Nichols

Email: nicholsj1@wnmu.edu

Office: Bowden Hall, Room 211
MAIN CAMPUS

Office Hours: 3:00-4:30 Tuesday &
Thursday and by appointment

Office phone: (575) 538-6644

IMPORTANT NOTE: If you are currently enrolled in ENGL 097, it is strongly advised that you drop this class and take it after you have completed ENGL 097.

Course Catalog Description:

Interdisciplinary examination of the origins of the planet, life on earth, and humanity up to the Renaissance. Students will engage in all five essential skills as they explore the big ideas and milestones of our human past: Communication, Quantitative Reasoning, Critical Thinking, Personal and Social Responsibility, and Information Literacy.

Required Texts and Materials:

The Epic of Gilgamesh. Trans. Stephen Mitchell. Atria Books, 2006. ISBN: 978-0743261692

Orwell, George. *1984*. Berkley, 2003. ISBN: 978-0452284234

Shelley, Mary. *Frankenstein*. NY: Penguin Classics, 2003. ISBN: 978-0141439471

Humanities 176: Our Search for Meaning: A Humanistic Overview Course Reader
(available ONLY through WNMU bookstore)

Course Objectives:

- A. This course provides an intellectual foundation for exploring and understanding the four philosophical questions underpinning WNMU's Applied Liberal Arts and Sciences program (ALAS):
- What is Truth?
 - What is Justice?

- What does it mean to be Human?
- How should we Live?

By the end of the course, students should be able to apply these questions to both the course content and to their lives in a reflective manner.

B. Students will practice, apply, and improve 4 of New Mexico's 5 essential skills assessed in this course, demonstrating basic competency as follows:

Communication:

Consistently demonstrates the ability to

1. explain content thoroughly
2. use a logical structure to convey content
3. follow standard English conventions, though there may be grammar/punctuation errors.

Critical Thinking:

Consistently demonstrates critical thinking skills by showing understanding of course content, asking thoughtful questions, and engaging with the course material.

Information Literacy:

Consistently demonstrates ability to conduct and evaluate basic research, understand and explain the research material, and apply that research within another context.

Personal and Social Responsibility:

Consistently meets course requirements for attendance, meeting deadlines, and being a respectful and active class participant.

Academic Integrity Policy and Procedures: Each student shall observe standards of honesty and integrity in academic work as defined in the WNMU catalog. Violations of academic integrity include “any behavior that misrepresents or falsifies a student’s knowledge, skills or ability with the goal of unjustified or illegitimate evaluation or gain” (WNMU Faculty Handbook, 2008). Generally violations of the academic integrity include cheating and plagiarism. Refer to the catalog pages 60-61 for definitions.

Penalties for infractions of academic integrity in this class are as follows:

Plagiarism: “the intentional or unintentional representation of another’s work as one’s own without proper acknowledgement of the original author or creator of the work” (WNMU Faculty Handbook, 2008).

Except in limited cases, it is impossible to write a college paper, or even answer an essay question, without using the words or ideas of someone else. In most cases, we even want you to do so. However, you cannot simply write down those words or ideas, because if you do, that is the same as telling the reader that they are your own, and that amounts to stealing, whether you meant to do so or not. **For the purposes of this class, if you use**

someone else's words or ideas, tell your readers directly whose words or ideas you are using, and the publication or other source from which they came. If you use the exact words of someone else (more than two words together), you must put them in quotation marks and credit your source. It is also dishonest to change the words of a source without changing the sentence structure of the source or without giving that source credit by name and title. This course will utilize APA (American Psychological Association) documentation, which we will go over in class

If you plagiarize, intentionally or unintentionally, your instructor will call you in on your first offense, discuss the nature of that offense, and allow you to re-write the assignment, correcting every instance of plagiarism. She will take no other action. If you still leave plagiarism in the re-written paper, or if you plagiarize a second time, you will earn a zero for the assignment and be reported to the Academic Integrity Panel (AIP). If you plagiarize a third time, you will earn a zero for the course and be reported to the AIP.

Cheating: “using or attempting to use unauthorized materials...and unauthorized collaboration with others, copying the work of another or any action that presents the work of others to misrepresent the student's knowledge” (WNMU Faculty Handbook, 2008).

The person who has cheated will earn a zero on the assignment for the first offense; the instructor will report the second offense to the Academic Integrity Panel (AIP). If a student is providing another student with answers, that student will be penalized the same as the person receiving the answers.

Assessment/Evaluation and Grading Scale:

Final Grade: A = 90 - 100%; B = 80 - 89%; C = 70 - 79% (C is the minimum passing grade for both courses); D = 60 - 69%; F = 0 - 59%

Grade breakdown:

Daily coursework (attendance, participation, quizzes, surveys)	20%
Unit 1 Project	20%
Mid-Term	20%
Unit 3 Project	20%
Final	<u>20%</u>
	100%

For Humanities courses at WNMU, an Incomplete (I) is only available in emergency situations and a student needs to have completed at least 75% of the coursework to be eligible. Incompletes are granted at the instructor's discretion.

Assignments will be graded in our Canvas course. Please keep track of your grades to monitor your progress throughout the class. Look in “Grades” on the left link in our Canvas course.

Attendance and Late Policies

Attendance is critical to your success in college. We all work better when we interact with other writers in a positive and supportive environment, which also means that we meet deadlines, come to class with materials prepared to discuss our work. Attendance will be taken at both Monday lectures and Wednesday discussions.

You are allowed 2 unexcused absences. Work that is due on a day you are absent is not excused; you still need to submit according to deadlines on Canvas. It is your responsibility to notify your instructor of excused absences and to arrange make-up work.

After your third unexcused absence and for all subsequent absences, your attendance and participation grades will be lowered accordingly. If your absences are significant, your instructor may advise you to withdraw from the class. This is a required 3 credit hour class, and a W or a D/F could significantly affect your financial aid and your standing at the university, so attend class!

Whether or not you are present, you are always responsible for knowing what goes on in class.

- First, look at Canvas! It provides great information including the recorded lectures, course materials, discussion questions, and homework assignments.
- Second, contact your instructor
- Third, talk to your classmates and ask them for assistance and information.

Tardy policy: Tardiness to class results in a lowered daily attendance/class participation grade.

Please contribute to discussions and class activities in a courteous and professional manner. Disruptive behavior will not be tolerated; your instructor will give only one warning, and if negative behavior persists, you may be dropped from the class.

Late formal projects/presentations will drop one grade for every day they are late—not every class period, since you can submit electronically on Canvas. This is true even if you are absent for class unless you have permission from me ahead of time or you have a documented emergency.

Regular homework/in-class work that is submitted after the Canvas assignment closes will not be accepted for grading and will earn a zero.

Disability Support Services: Services for students with disabilities are provided through the Student Health Center's Disability Support Services Office located in the Juan Chacon Building, Room 221. Some examples of the assistance provided are: audio materials for the blind or dyslexic, note takers, readers, campus guides, audio recorders, and a quiet testing area. In order to qualify for these services, documentation must be provided by certified health care professionals. Disability Support Services forms are available in the First Year Experience Office located in the Juan Chacon Building and in the Student Health Services Office in Muir Heights 111. The Disability Support Services Office serves as Western New Mexico University's liaison for students with disabilities. The Disability Support Services Office can be contacted by phone at (575) 538-6400 or e-mail at dss@wnmu.edu.

Communication Policy Statement regarding official email :WNMU's policy requires that all official communication be sent via Mustang Express. As a result, all emails related to your enrollment at WNMU and class communication – including changes in assignments and grades – will be sent to your wnmu.edu email address. It is very important that you access your Mustang Express e-mail periodically to check for correspondence from the University. (These mailboxes fill up quickly, and once they are full, messages sent to you will disappear. Your sender will not be notified of bounced messages. Neither will you. You will need to empty your mailbox from time to time. The system will not do it for you) **If you receive most of your email at a different address you can forward your messages from Mustang Express to your other address.**

Example: Martin Classmember was assigned a WNMU email address of classmemberm12@wnmu.edu but Martin would rather receive his emails at his home email address of martinclass@yahoo.com

Martin would follow the direction provided at
<http://www.wnmu.edu/campusdocs/direction%20for%20forwarding%20email.htm>

WNMU Policy on Email Passwords: WNMU requires that passwords for access to all of the protected software, programs, and applications will be robust, including complexity in the number of characters required, the combination of characters required, and the frequency in which passwords are required to be changed. Minimum complexity shall include:

- Passwords shall contain at least six (6) characters.
- Passwords shall contain at least one capital (upper case) letter, and at least one symbol (numbers and characters such as @ # \$ % & *).
- Passwords shall be changed at least every 90 days. (8/6/08)

Forwarding E-mail from Canvas to Mustang Express: Canvas will automatically send your e-mail to Mustang Express (and from there it will go to any other address you select, as mentioned above). To tell it to do this, follow this path: WNMU Homepage > My

Online Courses (Canvas) > Canvas Homepage > Profile > Notifications. Each of the preferences will have your WNMU e-mail address as a forwarding address. Notice that at the right you can set how often your Canvas e-mail will be forwarded. It is best to set all the messages on “Right Away.” Otherwise, you could fall behind.

Class Procedures for Inclement Weather:

Weather closing/delay information will be made available in the following ways:

1. WNMU web page
2. WNMU Mustang Express
3. Most local radio stations – though students should keep in mind that most local stations are automated and not locally controlled, and thus are not quick to respond to local conditions
4. TV Stations: KOAT – TV (Albuquerque), KOB – TV (Albuquerque), KRQE – TV (Albuquerque), CATS – TV (Silver City)

Every attempt will be made to have the closure or delayed opening announcements made by 6 am. Early closing or cancellation of evening classes will be announced by 3 pm.

When the weather is bad but the University remains open, some students may be unable to get to class because of treacherous conditions. Your instructor will take this into consideration. Do not risk life or limb in order to attend this class. Any work missed due to inclement weather will be due on the next period on which class is in session. If new work is due on this “return” day, both the missed and new assignments will be collected on this day.

WNMU Code of Civility

In order to promote a positive, professional atmosphere among students, faculty and staff, the following Code of Civility has been developed:

Respect: Treat all students, faculty, staff and property with respect and in a courteous and professional manner. This includes all communications, whether verbal or written. Let your actions reflect pride in yourself, your university, and your profession.

Kindness: A kind word and gentle voice go a long way. Refrain from using profanity, insulting slang remarks, or making disparaging comments. Consider another person’s feelings. Be nice.

Truth: Exhibit honesty and integrity in your dealings with fellow students, faculty and staff members. Don’t lie, don’t cheat, and don’t steal.

Responsibility: Take responsibility for your actions. This includes gracefully accepting the consequences of your behavior.

Cooperation: Exhibit a cooperative manner when dealing with students, faculty and staff so we may all work towards our common goals and mission.

Acceptance: Accept differences in others, as they accept differences in you. This includes diversity in opinions, beliefs and ideas and everything else that makes us unique individuals.

Professionalism: Always conduct yourself in a manner that will bring pride to your profession, to Western New Mexico University, and, most importantly, to yourself.

Additional Policies:

Confidentiality: Some individuals may choose to disclose personal information during class. Therefore, it is important that all class members agree not to discuss or write about what others have revealed in confidence in class.

Changes: Several times during the semester, I may add to or change the schedule. I may also change the procedures in this course. If that happens, I will do two things: 1) notify you by e-mail; 2) make the necessary change to the wording of the Schedule or Syllabus documents, so that you can make yourself familiar with the details of the change.

Humanities 176 Final Exam

Due Monday, December 10 (11:59 pm)

- **This assignment is open book and open notes.**
- **Students may use the Writing Center and Humanities 176 supplemental instructors in preparing to submit this final exam.**
- **All assignments must be submitted in Canvas as a .docx or .pdf and will be checked for plagiarism through turnitin.com.**
- **Canvas course will close at 11:59 pm and you will no longer be able to submit your final exam for credit. WORK AHEAD!**

Write a 750-1000 word essay addressing the following prompt:

How has the course content of Humanities 176 influenced your thinking about one of the first three “big questions” *in addition to* “How Should I Live”? How can you apply this foundational knowledge in your future (academic/career/life)?

Your essay must have the following to meet the minimum requirements for this assignment:

- Introduction with a main point/thesis/argument that clearly answers the question
- It must address one of these big questions AS WELL AS How should I live (required for all):
 - What is Truth?
 - What is Justice?
 - What does it mean to be Human?
- It must clearly address HUM 176 course content from the entire semester.
- 3-5 substantial body paragraphs that cover the evolution of an idea across all course “units.” Each body paragraph must include
 - Topic sentence
 - Supporting evidence from the book/supplemental materials provided in Canvas and/or by your instructor (with proper APA documentation)
 - Explanation of how this evidence supports the topic sentence
 - Concluding sentence
- Concluding paragraph
- APA References page at the end (that’s not included in the word count.) While you are not required to use outside research for this assignment, you must use at least one important text from each unit to help you support your points and overall argument.

Final Exam Rubric						
Criteria	Ratings					Points Earned
Outcome Communications	5.0 pts Excels in communicating thorough content and presenting it in a compelling structure with few errors.	4.0 pts Consistently demonstrates the ability to 1. explain content thoroughly 2. use a logical structure to convey content 3. follow standard English conventions, though there may be grammar/punctuation errors.	3.0 pts Demonstrates the ability to 1. explain content thoroughly 2. use a logical structure to convey content 3. follow standard English conventions, though there may be grammar/punctuation	2.0 pts Demonstrates only basic content and/or has significant difficulty with structure and/or conventions.	1.0 pts Does not communicate basic content in a logical, clear, or readable product (written or oral medium)	/5
Argument	15.0 pts <i>Essay provides a clear and compelling argument with a solid thesis that is supported effectively throughout the essay.</i>	13.0 pts <i>Essay provides a clear argument with a strongly stated thesis that is supported in the essay.</i>	11.0 pts <i>Essay provides a basic argument with a stated thesis that is supported in the essay.</i>	9.0 pts <i>The argument is not clear and/or is not supported in the essay.</i>	7.5 pts <i>The essay does not appear to have a thesis or main idea but is rather a series of different points that don't seem connected.</i>	/15
Evidence	20.0 pts <i>Essay utilizes extensive, specific, and relevant textual evidence from 3-4 sources (plus course materials) to support thesis and main points of the project</i>	17.0 pts <i>Essay utilizes relevant specific textual evidence from 2-3 texts (plus course materials) to support thesis and main points of the project</i>	15.0 pts <i>Essay utilizes relevant if basic textual evidence from several outside sources as well as course materials to support thesis and main points of the project</i>	13.0 pts <i>Essay utilizes some textual evidence from at least several sources, but the selection of evidence may be general or less relevant to the thesis and main points.</i>	11.0 pts <i>Essay utilizes some textual evidence but it may be too general to be effective or the presentation may not come from quality sources or a variety of sources.</i>	/20
Structure	20.0 pts <i>The essay is well organized to show connections across time and to help the reader follow the logic of the thesis</i>	17.0 pts <i>The essay is well organized to show important connections across time</i>	15.0 pts <i>The essay follows a logical organization that shows connections across time</i>	13.0 pts <i>The essay's organization shows general or basic connections across time</i>	11.0 pts <i>The essay's organization is very difficult to follow</i>	/20
Written Communication	10.0 pts <i>Essay follows essay and writing conventions in a mature and sophisticated manner.</i>	8.5 pts <i>Essay follows essay and writing conventions effectively, though there may be a few errors</i>	7.5 pts <i>Essay follows basic essay and writing conventions, though errors in formatting, grammar, or other areas may be found throughout.</i>	6.5 pts <i>Although the document follows some essay/writing conventions, the document is difficult to follow due to consistent errors.</i>	5.0 pts <i>Essay does not follow fundamental essay/writing conventions.</i>	/10

Critical Thinking	5.0 pts Far Exceeds Standard: Excels in critical thinking by raising important and big questions and by conducting research above and beyond course requirements.	4.0 pts Exceeds Standard: Consistently demonstrates critical thinking skills by showing understanding of course content, asking thoughtful questions, and engaging with the course material.	3.0 pts Meets Standard: Demonstrates critical thinking skills by showing understanding of course content, asking thoughtful questions, and engaging with the course material.	2.0 pts Approaches Standard: Inconsistently demonstrates critical thinking and/or engagement with the course material.	1.0 pts Falls Far Below Standard: Does not demonstrate critical thinking skills.	--
Analysis	15.0 pts <i>Thorough analysis is provided to show how evidence supports claims</i>	13.0 pts <i>Strong analysis is provided to show how evidence supports claims</i>	11.0 pts <i>Although the analysis may be a bit general at times, the project overall clearly explains how evidence supports claims</i>	9.0 pts <i>Basic analysis is provided to show how evidence supports claims</i>	7.5 pts <i>Little analysis is provided to connect evidence to claims</i>	/15
Information Literacy	5.0 pts Far Exceeds Standard: Excels in demonstrating information literacy by delving into more sophisticated content and/or creating a more sophisticated application, explanation, and/or interpretation of research.	4.0 pts Exceeds Standard: Consistently demonstrates ability to conduct and evaluate basic research, understand and explain the research material, and apply that research within another context.	3.0 pts Meets Standard: Demonstrates ability to conduct and evaluate basic research, understand and explain the research material, and apply that research within another context.	2.0 pts Approaches Standard: Demonstrates only basic information literacy skills. The research, interpretation, explanation, and/or application is overly general or simplistic.	1.0 pts Falls Far Below Standard: Does not demonstrate basic information literacy in research, interpretation, explanation, and/or application.	--
Description of criterion	15.0 pts <i>Essay follows proper APA format, including citations and the References page.</i>	13.0 pts <i>Essay mostly follows proper APA format, including citations and References page.</i>	11.0 pts <i>Essay attempts to follow APA format, including citations and References page.</i>	9.0 pts <i>Essay makes an effort to document sources both in the text and in a Reference page, but it's not clearly APA format.</i>	7.5 pts No Marks <i>Project does not properly cite sources in any logical format.</i>	/15