

# NEW MEXICO HIGHER EDUCATION DEPARTMENT



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GOVERNOR

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CABINET SECRETARY

## New Mexico General Education Curriculum Course Certification Form

### A. Institution and Course Information

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Name of Institution Clovis Community College  
Department English  
Course Number, Title, Credits ENG 102: English  
Composition 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. Robin Jones  
Email and Phone Number of Contact Person  
robin.jones@clovis.edu

Was this course previously part of the general education curriculum?

Yes  No

### B. Content Area and Essential Skills

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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.

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

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This course follows the CCNS SLOs for

ENGL 1113

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

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.

## 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. 250 – 500 words.

Students will write at least one research paper that includes academic sources that are properly integrated in the text and in a Works Cited/Reference page. The research paper must meet the requirements of the structure of an essay and includes a discernable thesis, show research and its sources for support, and a conclusion. Additionally, students are required to give at least one oral presentation based on their individual research or the research paper that must include a visual component. They will evaluate and analyze a variety of speeches (for example Ted.com talks), readings, and videos according to situation, audience, and purpose and gain awareness about societal, cultural, historical, educational, and political issues due to the diversity in the issues and topics that are presented. Students will also acquire oral skills and learn behavior of acceptance, tolerance, and respect through discussions and observations while they are learning to distinguish between opinions, facts, and inferences due to the assignments in research and reading.

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

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the second essential skill. 250 – 500 words.

During class discussions, research and essay writing, and basic research activities, students will learn to reflect, analyze, compare and contrast, and solve problems of diverse subject matters. These diverse subject matters include, but are not limited to, social, cultural, political, historical, and educational issues relevant to students from diverse backgrounds. Students will also learn to discover credible sources from various resources—such as, the library databases, the library catalogue, and/or the Internet. They will also need to integrate reliable sources that they must evaluate according to the C.R.A.P. test (currency, reliability, authority, and purpose and point-of-view) to support their thesis and underlying arguments, observations, ideas, solutions, etc. Furthermore, students will learn to distinguish between academic sources, fake news, and popular sources (e.g., *Wikipedia*, blogs, news Websites, etc.), and will learn to recognize which sources are appropriate for academic writing contexts. Students will need to critically engage in critical civic discourse that recognizes the distinctions among opinions, facts, and inferences.

**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*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 250 – 500 words.

Students will experience and be exposed to the difference between academic sources, fake news, and popular sources (such as *Wikipedia*, blogs, news Websites, etc.) and also be introduced to the use of the library where they will explore the digital resources housed in the library's databases, such as e-Books, electronic articles, and electronic reference works. Furthermore, students will be introduced to fact-based support of their observations, claims, and thesis through academic research. Canvas will be introduced to all students, and students will learn to navigate through its opportunities, as a resource. Students will learn to use online tutorial support (via Brainfuse and Purdue Owl), and will be introduced to videos and speeches that are housed online (e.g., YouTube, Kahn Academy, Ted.com 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** [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

\_\_\_\_\_  
Date

**HED Internal Use Only**

Presented to NMCC on \_\_\_\_\_  
Date

Approved     Denied

If denied, rationale:

Institution Notified on \_\_\_\_\_  
Date

ENGLISH 102/104

Assessment for Competencies (Revised Fall 2013)

State Outcomes/Objectives are listed in gray boxes. The assessment criteria are listed under each outcome.

AREA I:	NA	1	2	3	4
<b>NM State Competencies (Outcomes/Objectives) for English 102 and 104:</b>					
<b>1. Analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.</b>	Lea	ve	Bl	an	k
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<i>Situation and purpose: Follows instructions and criteria, to include format and page limit. Follows the conventions of the genre as assigned by the instructor, such as narrative, definition, argument, process, etc., and adapts the writing to appeal to specific audience expectations when appropriate.</i>					
<i>Aesthetics: Uses metaphor and other literary devices to convey or support an idea; brings a distinctive angle to the writing situation; demonstrates engagement with ideas.</i>					
<i>Diverse points of view: Explores alternative insights or considers other points of view, such as by using counterargument or concession.</i>					
<b>2. Express a primary purpose in a compelling statement and order supporting points logically and convincingly.</b>					
<i>Focus/Thesis: The central point or argument is clearly stated or easy to identify.</i>					
<i>Organization: Paragraphs of support are structured to support the thesis; paragraphs flow (the writer has not switched back and forth between topics); transitions work well to create a steady furthering of ideas and to connect the evidence to the thesis.</i>					
<i>Development: The points are elaborated on with details, examples, comparisons, and other types of evidence giving depth to the writing.</i>					
<b>3. Use effective rhetorical strategies to persuade, inform, and engage.</b>					
<i>Unity/Development/Coherence: Sentences are unified within paragraphs; sentence-level ideas cohere within a paragraph. Paragraphs are developed. Transitional words &amp; phrases help reader move from idea to idea. The solution/idea is argued convincingly w/ logic &amp; evidence.</i>					
<i>Value/Creativity: Explores angles and everyday objects or ideas in an unusual way. Surprises the reader with unusual associations, breaks conventions, or thwarts expectations. Adds a unique quality to the perspective or to written elocution.</i>					
<b>4. Employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, &amp; editing to create presentations using correct diction, syntax, grammar, and mechanics.</b>					
<i>Voice/Expression: Maintains a distinctive and convincing voice appropriate to the rhetorical situation. The voice demonstrates a strong sense of authorship and audience. The wording exact and accurate, which includes coherence, diction, word usage, and syntax.</i>					
<i>Grammar/Punctuation/Mechanics/Spelling: Complete sentences; avoids FRAG, RO, and CS (i.e., sentence boundaries); unity, development, variety, absence of redundancy, etc.S/V</i>					

<i>agreement, pronoun consistency, tense; commas; apostrophes; placement of quotation marks, question marks, etc.</i>					
<b>5. Integrate research correctly and ethically from credible sources to support the primary purpose of a communication.</b>					
<b>Integrating Quotations/Paraphrases:</b> <i>Supporting evidence is accurate, current, appropriate, &amp; sufficient. Summaries and paraphrases are soundly integrated into the writing and cited accurately</i>					
<b>In-Text Citations and Signal Phrases:</b> <i>Sources are introduced &amp; identified in the text; citations are accurate in terms of MLA or APA format.</i>					
<b>Works Cited (MLA) or References (APA)</b> <i>page is formatted accurately.</i>					
<b>6. Engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.</b>					
<b>Analysis and discussion:</b> <i>Demonstrates analysis by making points supported by evidence; includes in the discussion a synthesis of sources; includes appropriate primary and/or secondary sources and attends to the quality of evidence presented.</i>					
<b>Resourcefulness and Independence:</b> <i>Writer takes risks and actively seeks out untested and unconventional approaches to the assignment or to argumentation. Writer adapts, extends, and transforms a unique idea, question, format, or product to create something new.</i>					