

Application: 0000000547

Daniel McLaughlin - dmclaughlin@navajotech.edu
NM General Education Curriculum

Summary

ID: 0000000547

Status: Approved

Last submitted: Jun 7 2019 02:15 PM (MDT)



Application Form

Completed - Jun 7 2019

Application Form

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

Essential Skills

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

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

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

Deadline for Next Curriculum Committee Meeting

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

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

Tips for Completing the General Education Course Application

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

Contact Information

| | |
|-------|------------------------------|
| Name | Daniel McLaughlin |
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Submitting Institution

| | |
|-----------------------|-----------------------------|
| Name of HEI | Navajo Technical University |
| Submitting Department | Arts & Humanities |

Chief Academic Officer

| | |
|-------|--------------------------|
| Name | Casmir Agbaraji |
| Email | cagbaraji@navajotech.edu |

Registrar

| | |
|-------|--------------------------|
| Name | Natalie Becenti |
| Email | n.becenti@navajotech.edu |

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

Yes

Institutional Course Information

| | |
|-------------------|--------------------------------|
| Prefix | ENG |
| Number | 112 |
| Title | Technical Research and Writing |
| Number of credits | 3 |

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

Yes

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

No

Co-requisite Course

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

New Mexico Common Course Information

| | |
|--------|---|
| Prefix | ENGL |
| Number | 2210 |
| Name | Professional and Technical Communications |

A. Content Area and Essential Skills

To which area should this course be added?

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

Communications - Communication, Critical Thinking, Information & Digital Literacy

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

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

Institution-specific Student Learning Outcomes

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

NA

C. Narrative

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

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

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

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

Students read, evaluate and analyze a variety of texts and professional communications, evaluating various rhetorical situations in terms of context and content, as well as the source or author and the intended audience or recipient of a given communication, as they identify and locate relevant source material for an assigned research paper. Students learn various strategies for understanding and evaluating written texts and online information sources, focusing on peer-reviewed academic and professional journals, and also learn how to combine these strategies into useful ways of gathering information for their own research and writing. Starting with an in-class orientation from the university librarian, followed by reading assignments and in-class lectures and discussions about effective research and note-taking techniques, students learn and apply various strategies for effective library and online research and note-taking, while also interpreting and evaluating the information they encounter in their research. Students are encouraged to use a research journal/notebook (or maintain a dedicated research document on their laptop) to thoroughly track their research and related notes, and are particularly encouraged to record relevant citation information as they gather information in order to protect against unintentional plagiarism by avoiding confusion between source material and student ideas or notes.

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

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

Students develop and apply essential critical thinking skills while identifying and gathering relevant information to analyze in an assigned research paper that explains a technical process. In writing assignments for this class, students are invited -- in fact, required -- to evaluate and interpret information from a variety of texts, including both primary and secondary sources. Starting with a question about a particular process relevant to their career or academic interests (e.g. "How does this work?", or "How do you do this?"), students identify and gather relevant research material, then develop an outline for and write successive drafts of a research-based paper exploring the historical background of the process and providing a set of technical instructions for the process in their own words. Best academic practices for using credible information from sources (paraphrasing or quoting source material) are modeled in class lectures and reading assignments. Through practicing and mastering this skill set, students learn to conduct academic research in a responsible, thoughtful way, while also developing and sharpening their critical thinking skills. Students also model the skills related to critical thinking through in-class discussions, whether in small groups or in the class as a whole. In general, the class is structured so that students feel welcome, if not compelled, to speak up and join the conversation, and to actively ask (and answer) questions during class. Finally, students learn how to frame a question and a working thesis for a research project, how to evaluate sources in terms of credibility and relevance, and how to analyze and interpret textual materials, while proceeding through the stages of a multi-draft research paper.

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

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

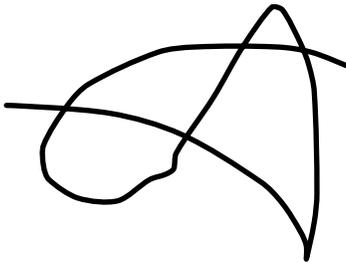
Students learn the responsible use of digital information and the application of effective research techniques using both digital and analog resources; not only is careful and credible research the foundation for any academic writing, but practicing this kind of research helps develop critical thinking skills. The semester begins with an orientation from the university librarian on the resources available at NTU (both digital and analog), how to access those resources via the university library web site, and how to get started using them, from basic issues like passwords to tips on keyword searching and effective note-taking. This is followed by in-class modeling and discussion of both online and in-library research techniques, and reading assignments and in-class discussions about how to evaluate the credibility of sources, with a focus on distinguishing primary, secondary and tertiary sources and the risks of both intentional and unintentional plagiarism when writing a research paper. Students then apply these techniques as they identify and locate source material for an assigned research paper; in this process they evaluate sources for their credibility and relevance, and incorporate information from their research in their written work, with an emphasis on complete and accurate attribution of sources following APA guidelines for in-text citations and citation lists.

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

Link to Institution's General Education Assessment Plan

<http://www.navajotech.edu/academics/general-education-resources>

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



Date

Jun 7 2019



Upload Assessment

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

ENGL2210

Filename: ENGL2210.sample-assessment.pdf **Size:** 67.9 kB



Upload Rubric

Incomplete

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

ENGL 2210: Professional and Technical Communications
Sample Assessment: Assignment-with-Rubric

Assignment Steps

1. Start with your own interests, experience or curiosity (brainstorming session and class discussion), then use library and online resources to identify possible technical processes that fit the parameters of the assignment (lengthy or complex processes are not recommended, as the assigned paper is 3 to 5 pages in length; rather than trying to tackle an entire system or technical skill, students are encouraged to focus on addressing and explaining a manageable segment of a longer or more complicated process).
2. After initial, exploratory research, decide on a specific topic for your paper, within the assignment parameters (describing and explaining a technical process relevant to your academic or professional career interests).
3. Use library and online resources to identify and locate at least 3 primary/secondary sources which are relevant to your topic, and which contain information that addresses the historical background and technical details that you plan to cover in your paper.
4. Take thorough notes on the relevant information in your sources, with complete and accurate citation information following APA citation guidelines.
5. Write an outline that functions as a plan for your research paper, including designated sections for the history and significance of the process, an instruction set of numbered steps explaining or teaching the process, and a brief discussion or conclusion about your research into the process.
6. Write a draft of the essay (in Microsoft Word or Google Docs), based on your outline from step 5.
7. Exchange drafts with a classmate, for reading of and exchanging of feedback on each other's drafts.
8. Revise your draft, incorporating your reader's feedback as well as your own editing and proofreading decisions. (Repeat this step as desired, or as needed.)
9. Create a final written paper, observing APA guidelines for formatting, as well as for the in-text citations and the citation list acknowledging your sources.
10. Turn the paper in on time, during class on the due date, per assignment parameters.

COMMUNICATION RUBRIC

Adapted from NMHED Communication rubric • Navajo Technical University

Student:

Date:

| Outcomes | SCALE | | | Subtotals & Comments |
|--|--|--|---|----------------------|
| | Emerging (1 pts) | Developing (2 pts) | Proficient (3 pts) | |
| <i>Communicate in various genres and mediums</i> | Student communicates in various genres and mediums. | Student communicates in several genres and mediums, demonstrating awareness that different genres and mediums have different limitations and strengths | Student communicates effectively in several genres and mediums, demonstrates awareness of limitations and strengths of each, and evaluates the effectiveness of communication with regard to appropriateness to the rhetorical situation. | |
| <i>Apply reading strategies</i> | Student uses more than one strategy for understanding and evaluating messages. | Students use several strategies to understand and evaluate messages. They demonstrate awareness | Student uses wide range of strategies for understanding and evaluating mes- | |

| | | | | |
|-----------------------------|---|---|---|--|
| | Describes the central idea of a message. | that different rhetorical situations may require different strategies. | sages. Also evaluates the effectiveness of strategies she/he uses for interpreting messages in different rhetorical situations. | |
| <i>Evaluate an argument</i> | Student understands that sources have varies validity and authority and that claims can be facts, opinions, inferences, and supported or unsupported. | Student evaluates a source's authority; distinguishes among facts, opinions, and inferences; and identifies claims that are supported or unsupported. | Student identifies and develops claims that are supported by evidence and reasoning; evaluates and integrates arguments of others into own written and spoken arguments | |
| TOTAL/COMMENTS | | | | |

Scale: 9 points = A; 8 = points = B; 7-6 points = C; 5-4 points = D; less than 4 points = F