

**New Mexico General Education Curriculum Course Certification Form
Cover Pages**

Course Information

Department	English
NMSU Course Prefix, Number, and Title	HON 229G, The New Testament as Literature, 3cr
CCN Prefix, Number, and Title*	HNRS 2160, The New Testament as Literature, 3cr

* See this [state webpage](#) for information on Common Course Numbering

Campus Representative (CR) Team

Campus (check all that apply)	Representative Name and Email
<input checked="" type="checkbox"/> NMSU-LC (Las Cruces, Main)	Miriam Chaiken <mchaiken@ad.nmsu.edu>
<input type="checkbox"/> NMSU-A (Alamogordo)	
<input type="checkbox"/> NMSU-C (Carlsbad)	
<input type="checkbox"/> NMSU-DA (Dona Ana)	
<input type="checkbox"/> NMSU-G (Grants)	

Signatures: A signature indicates approval of the state certification form and sample assignment/assessment.

Academic Department Head:

Elisabeth Schivma

5/8/19

Printed Name
Signature
Date

Academic Dean:

Joseph Lakey

5/16/19

Printed Name
Signature
Date

CR Team process (omit if course is taught on only a single campus)

Describe briefly the process the CR Team used to create and achieve consensus on the certification documents being submitted to the GECCC.

Submission Instructions: Submit the following documents to the GECCC Chair (davsmith@nmsu.edu) at least one week prior to any GECCC meeting for consideration at that meeting:

1. This completed document including:

- (Cover Page) Department Head and Academic Dean(s) signatures on the cover page
- (Cover Page) A description of the CR Team process (only for courses taught on multiple campuses)
- All required information on the State Certification Form, completed in accordance with the Guidelines and Instructions document available on the [GECCC webpage](#).

2. At least one sample assessment / assignment (required) and an **associated grading rubric** (recommended).

For system courses, each campus is invited to submit their own sample assessment / assignment. However, if multiple assignments are submitted, the team must recommend one assignment to be forwarded to the state.

Assignment recommended for submission to the state: _____.

Other assignments will be placed in an assignment library as a reference for future instructors. Note: Inclusion of an assignment in the certification proposal does not require a campus or course to use that specific assignment; these are meant as examples.

For GECCC Use Only

Presented to GECCC on: 5/3/19

Sent to Community College VPAAAs on: 5/6/19

Catalog editor review completed

Approved, submitted to NMCAC on: 5/16/19

Approved pending the following revisions:

Denied. Please resubmit a new application including signatures after revising as follows:

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	English
Course Number, Title, Credits	HON 229G, The New Testament as Literature, 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	Miriam Chaiken
Email and Phone Number of Contact Person	mchaiken@nmsu.edu 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 2160, The New Testament as 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>)

Student Learning Outcome

1. Students will hone critical thinking skills by analyzing arguments and controversies surrounding the roots of

Christianity.

2. Students will discern and discuss the viability of both literary and historical sources with debated authorship, dating, and interdependency.
3. Students will practice interpersonal navigation and maintaining an academic environment of respect as they discuss a number of topics that can be considered controversial or subjective.

Institution-specific Student Learning Outcomes

(enter course SLOs here)

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 in HON 229G demonstrate critical thinking by examining the twenty-seven books of the New Testament from a literary and historical approach. Through the use of these texts and other sources, students will critically examine the roots of Christianity, as well as the modern controversies regarding the interpretation of the New Testament (Problem Setting). Students conduct research and examine various texts including the New Testament, several non-canonical gospels and letters, and criticism of these texts (Evidence Acquisition). Students write three major papers which critically identify and examine the New Testament and issues relating to it, using class discussion and readings given to them throughout the course, as well as their own research (Problem Setting/Evidence Acquisition). Using a working and developed bibliography, students address their proposed research questions and summarize their sources effectively (Evidence Acquisition). In these papers, students focus on various topics relevant to the New Testament, and assess and defend the authority and credibility of the evidence presented to them in their sources and differentiate between relevant and irrelevant information (Evidence Evaluation). Students synthesize ideas from research sources and generate reasonable conclusions in a final exam which assesses the student's critical thinking and writing abilities through various essay questions (Reasoning/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*

Students in HON 229G study the origins of modern Christianity, and analyze the New Testament from various cultural perspectives and interpretations, engaging in intercultural reasoning and intercultural competence. Through analyzing the multiple interpretations of the New Testament, including several essays and articles that have generated modern controversies regarding the New Testament, students generate new understandings of the various perspectives that

relate to the New Testament (Intercultural Reasoning/Competence). Through the three major papers assigned in class, students will be able to use the various sources they have researched and that have been assigned to them in order to compare and contrast a range of perspectives on various subjects concerning the New Testament. Through these papers, students will be able to propose their own solution to one or more of these perspectives while referencing back and supporting their argument to the original sources (Ethical Reasoning). Students in this class will also use the assigned readings and these three major papers in order to collaborate together in group discussions that analyze the text and the multiple interpretations of the text. Through this collaboration, students gain not just an understanding of the texts and the class, but also of the impact and effectiveness of teamwork that comes with bouncing off ideas from each other (Collaboration Skills/ Teamwork).

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

Students in HON 229G examine literature of the New Testament from a literary perspective. Emphasis is given on the translation history of the New Testament, generic features of gospel, epistle and apocalypse, precedent literary models, problems of authorship, and classification of New Testament texts. Through the three major papers students are required to do and through the final exam, students will engage in an iterative process of inquiry that defines a problem or poses a question of various subjects relating to the New Testament. By using various sources inside and outside the class, students will analyze, evaluate, and synthesize ideas gathered through these sources in order to generate a reasonable solution or answer within their essays (Research as Inquiry). For their written assignments, students will also be using digital sources from various websites and databases and will use these to gather information on the topic (Digital Literacy, Information Structures). Throughout their essays, students will be evaluating various types of authorities and integrating new and alternative voices throughout their assignments while citing them through proper styles. Throughout the course, location, evaluation, and ethical use of print and digital research materials are modeled and discussed, with particular attention to avoiding plagiarism (Authority and Value of Information).

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

SAMPLE ASSESMENT- RESEARCH PAPER #1

Your research paper will focus on the books of the New Testament. Please choose one of the essay questions below and write an essay in response to the question. Although the majority of your essay should derive directly from the New Testament, be sure to include supporting evidence from the other texts we have been examining in class and peer-reviewed research that you have located through library search engines.

Your research paper must be 5-7 pages in length (2500+ words), double-spaced, and 12 point font. You must use at least five resources within your essay and have the appropriate citation of these sources. The writing and annotations should adhere to the guidelines of the Chicago Manual of Style.

Select one of the following topics for your essay:

1. Describe the similarities and differences among two of the Passion narratives (i.e. the trial and crucifixion). What is significant for the authors of these accounts? What is a stake in answering the question of who killed Jesus?
2. Consider the Book of Revelation. How might one be able to use the book in a contemporary learning context without using it to claim salvation for the few and destruction for the many? Does it have anything to say to contemporary society?
3. The New Testament contains numerous discussions pertaining to the resurrection of Jesus. Compare and contrast a resurrection account in one of the Gospels to Paul's understanding of the living Christ in one of his letters.

Papers will be graded according to the following criteria:

Punctual Submissions	20 (minus 10 points for each day late)
Spelling and Grammar	20
Organization	20
Content	20
Clarity of ideas	20
Total Points	100