



**Central New Mexico Community College**  
**Curriculum Alignment Matrix for Awarding High School Core Credit**

<b>Name of CNM School</b>	Communications, Humanities and Social Sciences
<b>Name of CNM Department</b>	English Department
<b>Course #, Title, Credits</b>	ENG 1101, College Writing, 3 cr. ENG 1102, Analytic and Argumentative Writing, 3 cr.
<b>Course Pre- or Corequisites</b>	ENG 1101 - Accuplacer reading score of 80 or higher & sentence skills score of 85 or higher ENG 1102 – ENG 1101 or appropriate placement scores
<b>Course Reviewers</b>	Elizabeth Kuehne & Alan Pope
<b>Description of Course - include certifications earned through course.</b>	Emphasizes text-based essay composition, including critical reading, summary writing and synthesis.
<b>Name of High School Course</b>	English IV

New Mexico PED English Standards	CNM Course Competencies / Student Learning Outcomes
<p><b>Strand I Reading:</b> Students read and understand a variety of materials</p> <p>Benchmark I-A: Use comprehension strategies for unfamiliar vocabulary            Benchmark I-B: Use comprehension strategies to understand the meaning of a text            Benchmark I-C: infer, analyze and synthesize to increase comprehension            Benchmark I-D: use meta-cognitive strategies to increase comprehension</p>	<p><b>ENG 1101</b>  <b>Learning Outcome 1</b> Students will analyze and evaluate college level texts in terms of situation, audience, purpose, aesthetics, and diverse points of view.  <b>Assessment Measure: Composition Level III D</b> Critical reading and writing: Students identify main ideas in sources and compose written responses to what they have read.</p>
<p><b>Strand II Language:</b> Content Standard II: Students will write and speak using correct grammar, syntax usage, punctuation, capitalization and spelling</p> <p>Benchmark II-A: Demonstrate control of Standard English through the effective use of syntax            Benchmark II-B: Demonstrate control of Standard English through correct grammar and usage.            Benchmark II-C: Demonstrate control of Standard English through the correct use of punctuation, capitalization and spelling.</p>	<p><b>ENG 1101</b>  <b>Learning Outcome 3</b> Students will employ composing processes such as planning, collaborating, organizing, revising, and editing to create documents using correct diction, syntax, grammar, and mechanics.  <b>Assessment Measure: Sentence Level: I. A.</b> Grammar: Students write without major grammatical errors such as fragments, boundary errors, agreement errors, mixed constructions, faulty predications.  <b>I. B.</b> Punctuation and mechanics: Students use marks of punctuation correctly and adhere to rules governing mechanics, including capitalization and use of the apostrophe.</p>
<p><b>Strand III: Communication:</b> Content Standard III: Students will communicate effectively through speaking and listening.</p> <p>Benchmark III-A: Give spoken instructions to perform specific tasks, to answer</p>	<p><b>ENG 1101</b>  <b>Learning Outcome 1</b> Students will analyze and evaluate college level texts in terms of situation, audience, purpose, aesthetics, and diverse points of view.  <b>Learning Outcome 2</b> Students will express a primary purpose and organize</p>

<p>questions or to solve problems.  Benchmark III-B: Make oral presentations with a logical structure appropriate to the audience, context and purpose, using effective speaking skills  Benchmark III-C: Follow spoken instructions to complete tasks, to answer questions or to solve problems  Benchmark III-D: Summarize and paraphrase information presented orally by others  Benchmark III-E: Identify the thesis of a speech and determine the essential elements that elaborate it, including logos, ethos and pathos  Benchmark III-F: Participate productively in self-directed work teams for particular purposes (e.g., to interpret literature, write or critique a proposal, solve a problem or make a decision).</p>	<p>supporting points logically and use rhetorical strategies to engage, inform, and/or persuade.  <b>Assessment Measure: Composition Level: III A.</b> Response to assigned topics: Students respond directly and specifically to assigned topics.  <b>Assessment Measure: Composition Level: III B.</b> Clarity of purpose: Students write purposeful documents or compositions organized and developed around a central idea or ideas.</p>
<p><b>Strand IV: Writing:</b>  Content Standard IV: Students will write effectively for a variety of purposes and audiences.    Benchmark IV-A: Demonstrate proficiency in producing a variety of compositions.  Benchmark IV-B: Plan writing by taking notes, writing informal outlines, and researching.  Benchmark IV-C: Use formal or informal, literary or technical language appropriate for the purpose, audience, and context of the communication  Benchmark IV-D: Organize ideas in writing, with a thesis statement in the introduction, well-constructed paragraphs, a conclusion and transition sentences that connect paragraphs into a coherent whole.  Benchmark IV-E: Drawing on readers’ comments on working drafts, revise documents to develop or support ideas more clearly, address potential objections, ensure effective transitions between paragraphs, and correct errors in logic.  Benchmark IV-F: Edit one’s own work for grammar, style, and tone appropriate to audience, purpose and context.  Benchmark IV-G: Cite sources properly when paraphrasing or summarizing information, quoting, or using graphics.  Benchmark IV-H: Prepare written work using basic software so that graphics can be incorporated to present information and ideas best understood visually</p>	<p><b>ENG 1101</b>  <b>Learning Outcome 1</b> Students will analyze and evaluate college level texts in terms of situation, audience, purpose, aesthetics, and diverse points of view.    <b>Learning Outcome 2</b> Students will express a primary purpose and organize supporting points logically and use rhetorical strategies to engage, inform, and/or persuade.    <b>Learning Outcome 3</b> Students will employ composing processes such as planning, collaborating, organizing, revising, and editing to create documents using correct diction, syntax, grammar, and mechanics.    <b>Learning Outcome 4</b> Students will correctly and ethically integrate and cite resources to support the primary purpose in college level written work.    <b>Assessment Measure: Paragraph Level: II A.</b> Focus: Students write clearly focused, purposeful paragraphs, including effective introductions and conclusions. <b>II B.</b> Development: Students develop paragraphs logically, clearly, and consistently. <b>II. C.</b> Development: Students develop paragraphs logically, clearly, and consistently.</p>
<p><b>Strand V: Research</b>  Content Standard V: Students utilize the research process to produce a variety of products.</p>	<p><b>ENG 1102</b>  <b>Learning Outcome 2</b> Discover authors’ main ideas and identify methods of support</p>

<p>Benchmark V-A: Define and narrow a problem or research topic.</p> <p>Benchmark V-B: Gather relevant information for a research topic from a variety of print and electronic sources, as well as from direct observation, interviews, or surveys.</p> <p>Benchmark V-C: Make distinctions about the credibility, reliability, consistency, strengths and limitations of various resources, including those on the internet.</p> <p>Benchmark V-D: Report research findings in an effective manner appropriate to a designated audience.</p> <p>Benchmark V-E: Compose a researched project to be shared with an appropriate audience.</p>	<p><b>Learning Outcome 3</b> Evaluate the validity of authors' ideas and effectiveness of support</p> <p><b>Learning Outcome 4</b> Identify the stylistic elements authors use to achieve effects and signal attitudes</p> <p><b>Learning Outcome 5</b> Compare and contrast authors' ideas, methods of support, and style</p> <p><b>Learning Outcome 6</b> Argue their own positions</p> <p><b>Outcome 7</b> Use sound research methods and MLA style documentation and format</p>
<p>Strand VI: Logic</p> <p>Content Standard VI: Students employ critical thinking and abstract reasoning to make and assess inferences, conclusions and predictions</p> <p>Benchmark VI-A: Distinguish facts and opinions, evidence and inferences, true and false premises.</p> <p>Benchmark VI-B: Describe the structure of a given argument; identify its claims and evidence; evaluate connections among evidence, inferences and claims.</p> <p>Benchmark VI-C: Evaluate the range and quality of evidence used to support or oppose an argument (including the use of logos, ethos, pathos).</p> <p>Benchmark VI-D: Recognize common fallacies used in an argument.</p> <p>Benchmark VI-E: Understand the distinction between a deductive argument and an inductive argument in order to evaluate an argument's effectiveness.</p> <p>Benchmark VI-F: Construct oral and written arguments that demonstrate clear and knowledgeable judgment.</p>	<p><b>ENG 1102</b></p> <p><b>Learning Outcome 2</b> Discover authors' main ideas and identify methods of support.</p> <p><b>Learning Outcome 3</b> Evaluate the validity of authors' ideas and effectiveness of support.</p> <p><b>Learning Outcome 5</b> Compare and contrast authors' ideas, methods of support, and style.</p> <p><b>Learning Outcome 6</b> Argue their own positions</p> <p><b>Assessment Measure 1</b> Identify authors' ideas and their methods of developing them including</p> <ul style="list-style-type: none"> <li>a. logical arguments</li> <li>b. statistics</li> <li>c. examples or comparisons</li> <li>d. appeals to ethics or morals</li> <li>e. appeals to authority</li> <li>f. appeals to emotion</li> <li>g. use of metaphor and symbolism</li> </ul> <p><b>Assessment Measure 2</b> Analyze and evaluate the success of an author's argument.</p> <p>Assessment Measure 4 Argue their own positions using sound rhetorical methods that avoid logical fallacies.</p> <p>English 1101</p> <p><b>Learning Outcome 1</b> Students will analyze and evaluate college level texts in terms of situation, audience, purpose, aesthetics, and diverse points of view.</p>
<p><b>Strand VII: Informational Text</b></p> <p>Content Standard VII: Students read and interpret a wide range of reference materials and other informational documents that may contain technical information</p>	<p><b>ENG 1101</b></p> <p><b>Learning Outcome 1</b> Students will analyze and evaluate college level texts in terms of situation, audience, purpose, aesthetics, and diverse points of view.</p> <p><b>Learning Outcome 4</b> Students will correctly and ethically integrate and cite resources to support the primary purpose in college level written work.</p>

<p>Benchmark VII-A: Follow instructions in informational or technical text to perform specific tasks, answer questions, or solve problems.</p> <p>Benchmark VII-B: Summarize informational and technical texts and explain the visual components that support them.</p> <p>Benchmark VII-C: Synthesize information from a variety of informational and technical sources or texts.</p> <p>Benchmark VII-D: Analyze the ways in which an informational or technical text’s organizational structure supports or confounds its meaning or purpose.</p> <p>Benchmark VII-E: Evaluate informational and technical texts and presentations for their clarity, simplicity and coherence, and for the appropriateness of their graphic and visual appeal.</p>	<p><b>Assessment Measure: Composition Level: III D.</b> Students will correctly and ethically integrate and cite resources to support the primary purpose in college level written work.</p> <p><b>Assessment Measure: Composition Level: III C.</b> Summary, paraphrase, quotation: Students summarize fairly and accurately, paraphrase sentences and longer passages from written sources, quote sources appropriately and purposefully, and avoid plagiarism.</p>
<p><b>Strand VIII: Media</b></p> <p>Content Standard VIII: Students create and evaluate a variety of media for particular purposes</p> <p>Benchmark VIII-A: Evaluate aural, visual, and written images and other special effects used in television, radio, film, and the internet for their ability to inform, persuade and entertain.</p> <p>Benchmark VIII-B: Evaluate the effectiveness of a particular medium (e.g., verbal, visual, photographic, television and the internet) in achieving a particular purpose.</p> <p>Benchmark VIII-C: Create coherent media productions using effective images, text, graphics, music and sound effects to present a distinctive point of view on a topic.</p>	<p><b>English 1101</b></p> <p><b>Learning Outcome 1</b> Students will analyze and evaluate college level texts in terms of situation, audience, purpose, aesthetics, and diverse points of view. [Note that the English faculty use the term ‘text’ in the current academic sense of the word to encompass the many varieties of texts today, including print, visual, aural, images, graphs, video, internet—and many other forms of contemporary communication.]</p> <p><b>Assessment Measure: Composition Level: III D.</b> Students will analyze and evaluate college level texts in terms of situation, audience, purpose, aesthetics, and diverse points of view.</p> <p><b>English 1102</b></p> <p><b>Assessment Measure 2</b> Analyze and evaluate the success of an author’s argument or the merits of a story, poem, or play.</p> <p><b>Assessment Measure 3</b> Identify the stylistic elements an author uses to achieve effects and signal attitudes including:</p> <ol style="list-style-type: none"> <li>a. organization</li> <li>b. diction</li> <li>c. tone</li> <li>d. figurative language</li> <li>e. patterns of repetitions, opposition, and associations</li> </ol>
<p><b>Strand IX: Literature</b></p> <p>Content Standard IX: Students read and interpret a variety of literature to develop an understanding of people, societies and the self.</p>	<p><b>ENG 1102</b></p> <p><b>Learning Outcome 2</b> Discover authors’ main ideas and identify methods of support</p>

<p>Benchmark IX-A: Demonstrate knowledge of significant literary works from around the world.</p> <p>Benchmark IX-B: Interpret significant literary elements across all forms of literature; use understanding of genre characteristics to allow deeper and subtler interpretations of texts</p> <p>Benchmark IX-C: Analyze setting, plot, theme, characterization, and narration in literary prose, particularly in classic and contemporary short stories and novels.</p> <p>Benchmark IX-D: Demonstrate knowledge of the common elements of poetry: metrics, rhyme, rhythm, structure, diction, devices, and other conventions</p> <p>Benchmark IX-E: Identify how elements of dramatic literature articulate a playwright's vision.</p> <p>Benchmark IX-F: Analyze works of literature for what they suggest about the time period and social or cultural context in which they were written.</p>	<p><b>Learning Outcome 3</b> Evaluate the validity of authors' ideas and effectiveness of support</p> <p><b>Learning Outcome 4</b> Identify the stylistic elements authors use to achieve effects and signal attitudes</p> <p><b>Learning Outcome 5</b> Compare and contrast authors' ideas, methods of support, and style</p> <p><b>Assessment Measure 2</b> Identify authors' ideas and their methods of developing them including:</p> <ul style="list-style-type: none"> <li>g. Use of metaphor and symbolism</li> <li>h. Creation of theme through character development, plot, and setting.</li> </ul> <p><b>Assessment Measure2</b> Analyze and evaluate the success of an author's argument or the merits of a story, poem, or play.</p> <p><b>Assessment Measure 3</b> Identify the stylistic elements an author uses to achieve effects and signal attitudes including:</p> <ul style="list-style-type: none"> <li>h. organization</li> <li>i. diction</li> <li>j. tone</li> <li>k. figurative language</li> <li>l. patterns of repetitions, opposition, and associations</li> </ul>
<b>Additional CNM Course Assessment Measures / Student Learning Outcomes</b>	
	<p><b>ENGLISH 1101</b></p> <p><b>LEARNING OUTCOMES FOR ENGLISH 1101</b></p> <ol style="list-style-type: none"> <li>1. Students will analyze and evaluate college level texts in terms of situation, audience, purpose, aesthetics, and diverse points of view. [Note that the English faculty use the term 'text' in the current academic sense of the word to encompass the many varieties of texts today, including print, visual, aural, images, graphs, video, internet—and many other forms of contemporary communication.]</li> <li>2. Students will express a primary purpose and organize supporting points logically and use rhetorical strategies to engage, inform, and/or persuade.</li> <li>3. Students will employ composing processes such as planning, collaborating, organizing, revising, and editing to create documents using correct diction, syntax, grammar, and mechanics.</li> </ol>

4. Students will correctly and ethically integrate and cite resources to support the primary purpose in college level written work.

### **ASSESSMENT MEASURES FOR ENGLISH 1101**

#### **I. Sentence Level**

- A. Grammar: Students write without major grammatical errors such as fragments, boundary errors, agreement errors, mixed constructions, faulty predications.
- B. Punctuation and mechanics: Students use marks of punctuation correctly and adhere to rules governing mechanics, including capitalization and use of the apostrophe.
- C. Style: Students write clearly and employ basic stylistic techniques such as parallelism, coordination and subordination of clauses, and variety of sentence types.

#### **II. Paragraph Level**

- A. Focus: Students write clearly focused, purposeful paragraphs, including effective introductions and conclusions.
- B. Development: Students develop paragraphs logically, clearly, and consistently.
- C. Organization: Students arrange paragraphs logically and link paragraphs coherently.

#### **III. Composition Level**

- A. Response to assigned topics: Students respond directly and specifically to assigned topics.
- B. Clarity of purpose: Students write purposeful documents or

compositions organized and developed around a central idea or ideas.

C. Summary, paraphrase, quotation: Students summarize fairly and accurately, paraphrase sentences and longer passages from written sources, quote sources appropriately and purposefully, and avoid plagiarism.

D. Critical reading and writing: Students identify main ideas in sources and compose written responses to what they have read.

## **ENGLISH 1102**

### **LEARNING OUTCOMES FOR ENGLISH 1102**

Students will:

---summarize selections from the Reader

---discover authors' main ideas and identify methods of support

---evaluate the validity of authors' ideas and effectiveness of support

---identify the stylistic elements authors use to achieve effects and signal attitudes

---compare and contrast authors' ideas, methods of support, and style

---argue their own positions

---use sound research methods and MLA style documentation and format

### **ASSESSMENT MEASURES FOR ENGLISH 1102**

Sentence and paragraph level competencies are the same for English 1101 and 1102. Essay level competencies for 1102 should include those acquired in 1101 and add the following:

Students must be able to

1. Identify authors' ideas and their methods of developing them including
  - a. logical arguments
  - b. statistics
  - c. examples or comparisons
  - d. appeals to ethics or morals
  - e. appeals to authority

	<ul style="list-style-type: none"> <li><b>f.</b> appeals to emotion</li> <li><b>g.</b> use of metaphor and symbolism</li> <li><b>h.</b> creation of theme through character development, plot, and setting.</li> </ul> <ol style="list-style-type: none"> <li>2. Analyze and evaluate the success of an author's argument or the merits of a story, poem, or play.</li> <li>3. Identify the stylistic elements an author uses to achieve effects and signal attitudes including <ul style="list-style-type: none"> <li><b>a.</b> organization</li> <li><b>b.</b> diction</li> <li><b>c.</b> tone</li> <li><b>d.</b> figurative language</li> <li><b>e.</b> patterns of repetitions, opposition, and associations</li> </ul> </li> <li>4. Compare and contrast one author's ideas, methods of support, style, or artistic success, to another's.</li> <li>5. Argue their own positions using sound rhetorical methods that avoid logical fallacies.</li> <li>6. Produce an academic research essay with correct format, properly used sources, and coherent and thorough discussion of its topic.</li> </ol>
--	---

APPROVED

CENTRAL NEW MEXICO COMMUNITY COLLEGE

LOCAL EDUCATIONAL AGENCY

\_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

DATE

DATE