

**NMJC English
Procedures
2025-26**

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Revisions and Changes Summary:

- Changes have been made to support the emphasis of Writing Labs and Read and Annotate assignments.
- Adjustments have been made to the number of and requirements for scaffolded assignments.
- A required statement regarding Writing Lab assignments has been added; faculty will need to add this statement to their syllabi.

General Procedures

Assessment:

Professors *must participate* in assessment. For questions regarding assessment, please contact [Dallas Hulsey](#).

Canvas:

The department requires professors to use the Canvas learning management system to distribute course materials, post grades, and communicate with students. For Canvas access and training, please contact the NMJC Instructional Designer.

Email:

Professors have NMJC email accounts. College administration sends announcements through these accounts. Your NMJC email automatically appears on syllabi for all courses you teach. Check your account regularly.

Instructions:

Students have a right to written instructions for each major assignment.

Feedback:

Students have a right to clear feedback on major assignments. To this end, the English Program uses Class Companion via Canvas for Writing Lab Assignments, and Microsoft Word for other writing assignments.

Late Work:

Professors should establish clear due dates for daily and major assignments. It is the professor's prerogative to set a late work policy, but it should be clear and provide only finite opportunity to submit late work. Common practice is to refuse late work on daily assignments and to accept late major assignments with reasonable penalty for up to three calendar days after the due date.

Likewise, revision opportunities on lab assignments and projects should be finite and should be built into scaffolding assignments with clear due dates available to all students.

MLA:

The department teaches and uses current MLA standards for formatting and citing.

Academic Honesty Practices

Screen all writing assignments through Turnitin and/or Class Companion's Academic Integrity features.

All English syllabi must include the following statement on academic dishonesty:

This class values academic integrity. Plagiarism includes copying others' work or taking uncited material from sources. Excessive, unauthorized, or unattributed use of language translators or AI-generated text qualifies as plagiarism. To avoid plagiarism, use quotation marks to enclose phrases and sentences from sources. Use MLA parenthetical citations and works Cited entries for all paraphrases, summaries, and quotations. Your assignments are analyzed for plagiarism and use of AI-generated text by turnitin.com and added to their database. Keep records of sources used for assignments, including complete transcripts of all prompts and responses when interacting with AI, such as Microsoft CoPilot, Google Gemini, Grammarly, or ChatGPT. Be prepared to submit records to professors upon request. Students must be ready to talk about their work with professors. A professor may defer grading until the student explains the writing and research processes used. Professors may randomly select students to conference with regarding any assignment. Depending on circumstances and severity, plagiarism, including uncredited use of AI-generated text may result in a grade deduction, a zero, extra assignments, or course failure. Students who wish to appeal a professor's decision about a course grade should use the Academic Dishonesty Process published in the New Mexico Junior College Student Handbook. For information about citing sources, refer to the [OWL](#).

Exams and Lab Assignments:

When you administer lab assignments, exams, or freewriting through Canvas, use Class Companion or Lockdown Browser to promote academic honesty. Turn on all of the academic integrity features in Class Companion, and when Class Companion reports infringement, that submission will receive a zero.

All TRST and ENGL English Classes should include the following statement about Writing Lab assignments in the syllabus with the number and grade percentage varying by course as specific in the Course Standards:

This class includes ten weekly “lab” assignments, accounting for 40% of your grade in this class. Lab assignments are completed in one sitting with a one-hour timer using the Class Companion app, which features built-in AI feedback and tutoring. To support a healthy thinking and writing process, you will complete the lab assignments in a single sitting and pass academic honesty checks for staying in the tab, not copying and pasting or inserting text, and not copying another student’s response. Should there be a violation of academic honesty on a lab assignment, you will receive a zero; repeat violators will fail the course for the term. When you do your work, use all the time available, and utilize the built-in feedback and tutoring, you will be well on your way to success, and you will always have the opportunity to dialogue with your Professor about your feedback and grade in Class Companion. [Click here](#) to learn more about how writing in Class Companion supports your success in this class.

Academic Dishonesty Reporting:

As per the [NMJC Student Handbook](#), when a professor detects incidents of plagiarism or other academic dishonesty, notify [Dean Marquez](#) by using the [academic dishonesty form](#). Please also note the issue in Dropout Detective via the Canvas Course Menu.

Research:

New Mexico Junior College English Program

We encourage the use of good research practices. Pannell Library offers services to aid research. In addition to traditional print media, these resources include online databases of peer-reviewed journal articles and audio-visual materials.

Require students to use credible and professional sources. Databases provided by our library and sources vetted by the professor offer the best research opportunities.

Syllabi:

All NMJC courses **must have** an official syllabus posted in Siple Syllabus. Syllabi **must conform** to college and department standards.

The Department Guides:

The “Essay Guide” and the “Research Guide” are *required resources*. Use the Essay Guide in ENGL 1110 and the Research Guide in ENGL 1120.

For *linking* to the guides as webpages, use these links:

Essay Guide: <https://www.softchalkcloud.com/lesson/serve/uRhBvQ0DFqA6bH/html>

Research Guide: <https://www.softchalkcloud.com/lesson/serve/fLFSuenK76Dh15/html>

The guides include quiz questions, and you can use the guides as self-grading assignments in your Canvas courses by following the steps in this tutorial and using these LTI assignment links:

Tutorial: <https://youtu.be/ndXUyz2gESo>

LTI Link for the Essay Guide:

<https://www.softchalkcloud.com/scorecenter/lti/uRhBvQ0DFqA6bH>

LTI Link for the Research Guide:

<https://www.softchalkcloud.com/scorecenter/lti/fLFSuenK76Dh15>

If you need help setting up the guides in your courses, please contact [Dallas Hulsey](#).

For information on college-wide procedures, please consult the New Mexico Junior College Employee Handbook.

Teaching Guide: Review of English I: TRST 0105

Course Description:

This course is designed to help students improve their reading skills. The goals of Developmental Reading include increased comprehension, vocabulary, and the student's ability to remember what they have read. These skills and strategies provide a foundation needed to succeed in other college classes which require college-level textbook reading. The student must attain a grade of "C" or better to advance.

The Syllabus:

All TRST 0105 syllabi must contain the following departmentally standardized information:

Prerequisite(s)

TRST 0100 (Basic English Skills) or a Next Gen Accuplacer test placement score.

Corequisite(s)

None.

Required Materials¹

Karnes, Adam, and Laura Scott. *Becoming a College Writer*. 1st ed., Chemeketa Press, 2023.

ISBN-13: 9781955499149 (Perusall Access Code).

¹ Professors may add additional materials like pens, flash drives, scantron sheets, etc., but *required* items must appear in the list of required materials on the syllabus, and each professor must have students make use of anything that appears in the Required Materials Section of the syllabus.

SPECIFIC COURSE STUDENT LEARNING OUTCOMES

Students should be able to:

- use the steps of the writing process (generating ideas, planning, organizing, drafting, revising, editing) both individually and collaboratively to generate paragraphs and essays.
- understand and apply standard conventions for clear, effective communication.
- demonstrate increased self-confidence as a writer through interaction with peers and participation in collaborative groups.
- read, analyze, and reflect on a wide variety of prose to increase knowledge and understanding.
- demonstrate increased proficiency in the application of grammar and mechanics in the writing process.
- write a minimum of four paragraphs and/or essays that demonstrate knowledge in the effective use of the writing process.
- read, discuss, and revise selected model paragraphs.
- write an acceptable final exam.

Minimum Course Standards:

When teaching TRST 0105 A, professors will have students meet the following minimum standards:

- Students must finish the class with a C or better to progress to the next class.
- All major assignments must be submitted to earn a C or better in the course.
- Students should write a diagnostic assignment in the classroom the first week with Class Companion.
- Students should write one scaffolded writing assignment of at least 350 words for 10% the grade.

- Students should write one scaffolded five-paragraph essay of at least 450 words and no more than 600 for 15% of the grade.
- These scaffolded assignments should be graded with the [Transitional Rubric](#).
- A writing assignment must show proficiency in simple sentence structure to receive a passing score.
- A writing assignment must be comprehensible and coherent to receive a passing score.
- Students should understand introduction, body, conclusion, paragraph, topic sentence, and essay.
- Students must use MLA format in major assignments.
- Major assignments must be submitted through Canvas and screened for academic honesty.
- Students should complete at least eight weekly lab writing assignments.
- Lab assignments must be at least 40% of the overall grade calculation.
- Using New Mexico K-12 standards, start with Class Companion at the 3rd-grade level. By the end of the class, students should consistently perform 70% or higher in Class Companion at a 9th-grade level.
- Students should not use AI writing assistance outside of guard-railed applications provided by the professor, and a statement to that effect should appear in the course syllabus.
- Writing Lab assignments should be completed in class when possible.
- Grammar exercises should count for 15% of the total grade.

Teaching Guide: Review II: TRST 0110

Course Description:

This course is a continuation of TSRST 0105 Review of English I and builds upon the foundations of usage and of sentence skills. Students will have the opportunity to strengthen their writing ability with the development, support, and organization of ideas using the five-paragraph essay. This course cannot be substituted for any of the English requirements that lead to an

associate degree. The student must attain a grade of C or better to advance. This is a three-credit-hour course. Prerequisite: TRST 0105 Review of English I or attainment of an appropriate score on a placement test.

The Syllabus:

All TRST 0110 syllabi must contain the following departmentally standardized information:

Prerequisite(s)

Successful completion of Review of English I or an appropriate score on a placement test.

Corequisite(s)

None.

Required Materials

Hawkes Learning. *Navigating Narratives: A Thematic Reader*. Hawkes Learning. 2022. ISBN: 978-1-64277-499-3.

NEW MEXICO STUDENT LEARNING OUTCOMES (COMMON COURSE)

Students should be able to:

Students should be able to:

- write a unified and coherent paragraph based on an appropriate topic sentence.
- revise a single paragraph to improve its presentation of ideas.
- write brief essays (500-600 words) that are organized, unified, and coherent.
- understand and write simple sentences that are relatively free from errors.
- write an acceptable in-class essay on a standardized topic.
- analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.
- express a primary purpose in a compelling statement and order supporting points logically and convincingly.
- use effective rhetorical strategies to persuade, inform, and engage.

- 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.
- integrate research correctly and ethically from credible sources to support the primary purpose of a communication.
- engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.

SPECIFIC COURSE STUDENT LEARNING OUTCOMES

Students should be able to:

- use the steps of the writing process (generating ideas, planning, organizing, drafting, revising, editing) both individually and collaboratively to generate paragraphs and essays.
- understand and apply standard conventions for clear, effective communication.
- demonstrate increased self-confidence as a writer through interaction with peers and participation in collaborative groups.
- read, analyze, and reflect on a wide variety of readings to increase knowledge and understanding.
- demonstrate increased proficiency in the application of grammar and mechanics in the writing process.
- demonstrate the use of a paragraph in the context of an essay.
- write well-developed essays with attention to voice, audience, and purpose.
- write a minimum of four five-paragraph essays that demonstrate increased control of the writing process evidenced by five-paragraph essays that are focused, organized, and well-developed.
- write an acceptable final exam essay.

Minimum Course Standards:

New Mexico Junior College English Program

When teaching TRST 0110, professors will have students meet the following minimum standards:

- Students must finish the class with a C or better to progress to the next class.
- All *major* assignments must be submitted to earn a C or better in the course.
- Students should write a diagnostic assignment in the classroom the first week.
- Students should write two five-paragraph essays that demonstrate a writing process over sustained time. The first should be 450-750 words at 10% of the grade. The other must be 700 to 750 words at 15% of the grade.
- A writing assignment must show proficiency in sentence structure and mechanics to receive a passing score.
- Major writing assignments must be organized, supported, developed into five paragraphs to receive a passing score.
- Students should understand MLA format, title, introduction, body, conclusion, paragraph, classical essay structure (5 paragraphs), thesis statement, and correlating topic sentences.
- Students must use MLA format in major assignments.
- Major assignments must be submitted through Canvas and screened by Turnitin.
- Major assignments should be graded with the [Transitional Rubric](#).
- Awareness of the need to cite and use common-sense citation.
- Use of MLA citations in the 700-word essay with sources and Works Cited entries for copy and pasting provided by the professor.
- Students should complete at least eight freewriting assignments of ten minutes each in a proctored.
- Students should complete at least eight weekly lab writing assignments of ten to fifteen sentences in Class Companion.
- Lab assignments must be at least 40% of the overall grade calculation.
- Using New Mexico K-12 standards, Start with Class Companion at the 9th grade level. By the end of the class, students should consistently perform 70% or higher in Class Companion at a 12th grade level.

- Students should not use AI writing assistance outside of guard-railed applications provided by the professor and a statement to that effect should appear in the course syllabus.
- Writing Lab assignments, freewriting, and Read and Annotate assignments should be completed in class when possible.

Teaching Guide: Composition I: ENGL 1110

Course Description:

In this course, students will read, write, and think about a variety of issues and texts. They will develop reading and writing skills that will help with the writing required in their fields of study and other personal and professional contexts. Students will learn to analyze rhetorical situations in terms of audience, contexts, purpose, mediums, and technologies and apply this knowledge to their reading and writing. They will also gain an understanding of how writing and other modes of communication work together for rhetorical purposes. Students will learn to analyze the rhetorical context of any writing task and compose with purpose, audience, and genre in mind. Students will reflect on their own writing processes, learn to workshop drafts with other writers, and practice techniques for writing, revising, and editing.

The Syllabus:

All ENGL 1110 syllabi must contain the following departmentally standardized information:

Prerequisite(s)

Acceptable score on placement test or successful completion of TRST 0110.

Corequisite(s)

None.

Required Materials

Burger, Edward B., and Michael Starbird. *The 5 Elements of Effective Thinking*. Princeton University Press, 2012. ISBN: 9781400844562

In addition, professors should select and use supplementary readings in Perusall.

New Mexico Student Learning Outcomes (Common Course)

New Mexico Junior College's broad range of science courses provides students with an opportunity to achieve their academic goals by fostering higher order thinking skills, basic academic success skills, discipline-specific knowledge and skills, and scientific and academic values.

The course content of Composition I (ENGL 1110) supports NMJC's mission which is "promoting success through learning" by encouraging students to accomplish the following:

- Analyze communication through reading and writing skills.
- Employ writing processes such as planning, organizing, composing, and revising.
- Express a primary purpose and organize supporting points logically.
- Use and document research evidence appropriate for college-level writing.
- Employ academic writing styles appropriate for different genres and audiences.
- Identify and correct grammatical and mechanical errors in their writing.

SPECIFIC COURSE STUDENT LEARNING OUTCOMES

By the end of the semester, students should be able to:

- Express information concisely.
- Structure and organize information.
- Develop information with content appropriate to an assignment's purpose.
- Discover and limit a subject for writing.
- Generate a thesis statement for a series of related and unified paragraphs.
- Organize a paragraph around a single point.
- Adopt appropriate voice, tone, and level of formality.
- Generate clear sentences according to standard English syntax.

- Determine supporting details for a topic.
- Demonstrate an ability to use a variety of rhetorical techniques such as: description, cause/effect, analogy/example, narration, definition, comparison/contrast, process, persuasion, and classification.
- Edit and revise writing to improve effectiveness in such areas as: clarity, organization, unity, logic, coherence, and audience appropriateness.
- Proofread a piece of writing to correct grammatical, mechanical, and spelling errors.
- Evaluate writing for organization, execution, and content.
- Show an understanding of intellectual property rights and plagiarism, including the use of appropriate documentation for sources.
- Use basic MLA format.

Minimum Course Standards:

When teaching ENGL 1110, professors will have students meet or exceed the following minimum standards:

- Students must receive a copy of the “Essay Guide”:
<https://www.softchalkcloud.com/lesson/serve/uRhBvQ0DFqA6bH/html>
- Students should write a proctored diagnostic.
- Students should create two writing projects that demonstrate a writing process over sustained time in and out of class, and at least one project should use and cite sources in MLA format for a combined total of 1,800 words at 20%.
- Writing Projects should be evaluated with the [Credit Rubric](#)
- Students should complete at least ten freewriting assignments of ten minutes each in a proctored setting.
- Writing Lab Assignments should be evaluated with the Comp I Writing Lab Rubric, but modifications to the rubric may be made for topic-specific evaluations.
- Students should complete at least ten weekly lab writing assignments of fifteen to twenty sentences in Class Companion at the college level.
- Lab assignments must be at least 30% of the overall grade calculation.

- Students should complete at least ten Read and Annotate assignments, consisting of all chapters from *The 5 Elements of Effective Thinking* and other readings selected by the professor.
- Read & Annotate Assignments should comprise at least 30% of the overall grade.
- Writing Lab assignments, freewriting, and Read and Annotate assignments should be completed in class when possible.
- The other 20% of the grade is at the professor's discretion.

Teaching Guide: Composition II: ENGL 1120

Course Description:

In this course, students will explore argument in multiple genres. Research and writing practices emphasize summary, analysis, evaluation, and integration of secondary sources. Students will analyze rhetorical situations in terms of audience, contexts, purpose, mediums, and technologies and apply this knowledge to their reading, writing, and research. Students will sharpen their understanding of how writing and other modes of communication work together for rhetorical purposes. The emphasis of this course will be on research methods.

The Syllabus:

All ENGL 1120 syllabi must contain the following departmentally standardized information:

Prerequisite(s)

Successful completion of ENGL 1110

Corequisite(s)

None.

Required Materials

Professors will select one of two options. If teaching multiple sections within a semester, a professor must select the same text for all sections, but professors should be prepared to teach from both books:

Tatar, Maria. *The Classic Fairy Tales*. 2nd ed., W.W. Norton & Company, 2017. ISBN:

9780393289794

Cisneros, Sandra. *The House on Mango Street*. Vintage Books, 1991. ISBN: 9780345807199

Note that these books are for adoption and use in [Perusall](#). Be sure to note in your syllabus that students must purchase codes from Perusall or the NMJC bookstore to ensure the proper access code for the Perusall edition of this textbook.

New Mexico Student Learning Outcomes (Common Course)

New Mexico Junior College's broad range of science courses provides students with an opportunity to achieve their academic goals by fostering higher order thinking skills, basic academic success skills, discipline-specific knowledge and skills, and scientific and academic values.

The course content of Composition II (ENGL 1120) supports NMJC's mission which is "promoting success through learning" by encouraging students to accomplish the following:

1. Analyze the rhetorical situation for purpose, main ideas, support, audience, and organizational strategies in a variety of genres.
2. Employ writing processes such as planning, organizing, composing, and revising.
3. Use a variety of research methods to gather appropriate, credible information.
4. Evaluate sources, claims, and evidence for their relevance, credibility, and purpose.

5. Quote, paraphrase, and summarize sources ethically, citing and documenting them appropriately.
6. Integrate information from sources to effectively support claims as well as other purposes (to provide background information, evidence/examples, illustrate an alternative view, etc.).
7. Use an appropriate voice (including syntax and word choice).

SPECIFIC COURSE STUDENT LEARNING OUTCOMES

Students should be able to:

- Demonstrate continued proficiency in ENGL 1110 Learning Outcomes.
- Recognize and use the basic vocabulary of literary criticism and analysis.
- Analyze literary works for elements, such as theme, character, plot, setting, symbolism, tone, and imagery.
- Demonstrate how culture, economics, religion, historical influence, etc. affects literary meaning.
- Differentiate between the short story, essay, poetry, and/or drama genres.
- Construct analysis of literary works in writing.
- Perform research and integrate sources into writing with proper documentation.
- Design and execute a properly formatted and documented research paper.
- Use basic MLA format and citation guidelines.
- Define a problem.
- Use appropriate technology and information systems.
- Collect information.
- Evaluate and / or analyze information.
- Organize information.

Minimum Course Standards:

When teaching ENGL 1120, professors will have students meet or exceed the following minimum standards:

New Mexico Junior College English Program

- Students should receive a copy of the “Essay Guide” early in the course as a review from ENGL 1110: <https://www.softchalkcloud.com/lesson/serve/uRhBvQ0DFqA6bH/html>
- Students must receive a copy the “Research Guide:” <https://www.softchalkcloud.com/lesson/serve/fLFSuenK76Dh15/html>.
- Professors should devote a significant amount of class time to discussing research methods and citations throughout the semester.
- Professors should also devote consistent and significant class time to discuss gathering, evaluating, using, and synthesizing sources.
- Students should be familiar with primary, secondary, and peer-reviewed sources.
- Students must complete two **major** research projects that demonstrate a writing and research process over time with scaffolding assignments – one traditional paper and one project of the professor’s choosing.
- The **research paper** should include at least 1,200 words and not more than 1,400, including formatting and Works Cited.
- The research paper should include a title, an introduction with a thesis, a body of *at least* three paragraphs (preferably more), a conclusion, and a Works Cited page.
- Students should use and cite various sources while avoiding using nonprofessional sources like general encyclopedias and Wikipedia. Students should include and cite at least four secondary sources in the major research paper.
- Formal writing assignments should be formatted in current MLA style.
- The research paper should be evaluated with the [Credit Rubric](#).
- The **major** research paper should be 10% of the grade. **Any research project a student submits without research and/or MLA citations should receive a zero.**
- The research project, with topic, format, and medium at the professor’s discretion, should require substantial writing of at least 800 words as well as use and citation of at least four secondary sources.
- The research project should be ten percent of the student’s overall grade.

- Students should complete at least ten freewriting assignments of ten minutes each in a proctored setting.
- Students should complete at least ten weekly lab writing assignments of at least twenty sentences per week in Class Companion at the college level.
- Writing Lab Assignments should be evaluated with the Comp II Writing Lab Rubric, but modifications to the rubric may be made for topic-specific evaluations.
- Lab assignments must be at least 40% of the overall grade calculation.
- Students should complete at least ten Read and Annotate assignments, consisting of the assigned textbooks and other readings selected by the professor.
- Read & Annotate Assignments should comprise at least 20% of the overall grade.
- Writing Lab assignments, freewriting, and Read and Annotate assignments should be completed in class when possible.
- The other 20% of the grade is at the professor's discretion.

Teaching Guide: Sophomore Literature Courses

Specific Course Student Learning Outcomes for *all* Sophomore Literature Courses:

By the end of the semester, students should be able to:

1. demonstrate continued proficiency in ENGL 1120 course objectives.
2. analyze literary works for elements, such as theme, character, plot, setting, symbolism, tone, and imagery.
3. recognize, interpret, analyze, discuss, criticize, and evaluate works of literature in the period or genre.
4. identify, distinguish, and evaluate authors of the period.

5. interpret, organize, and evaluate knowledge of the period or genre and its relationship to the authors and their works.
6. recognize and use the relevant vocabulary of literary criticism and analysis.

ENGL 2230. Introduction to Popular Culture

Course Description

The course offers a survey of popular literary genres (horror, science fiction, etc.) as well as film and television. Students will analyze popular culture in the form of popular novels, songs, television shows, movies, comic books, and other cultural productions. Students will analyze this material in the same fashion as literature is analyzed, developing skills of cultural analysis and critique. Student Learning Outcomes

1. Understand the way popular culture texts reflect larger cultural issues, fears, and desires.
2. Apply the techniques of literary analysis and cultural analysis to a wide variety of popular texts.
3. Discuss the development and evolution of popular culture genres.
4. Practice critically speaking and writing about popular culture.
5. Explore the full range and complexity of popular culture.

ENGL 2580. Science Fiction

Course Description

Close reading and analysis of major science fiction works. Explores science fiction as cultural metaphor and modern myth.

Student Learning Outcomes

1. To understand the way science fiction texts reflect larger culture issues, fears, and desires.

2. To apply the techniques of literary analysis and cultural analysis to a wide variety of science fiction texts.
3. To discuss the development and evolution of science fiction.
4. To practice critically speaking and writing about science fiction.
5. To explore the full range and complexity of science fiction.

ENGL 2585. Horror Fiction

Course Description

A study of the folk origins of the horror story and its manifestations in mainstream and genre fiction and film.

Student Learning Outcomes

1. To understand the way horror literature texts reflect larger culture issues, fears, and desires.
2. To apply the techniques of literary analysis and cultural analysis to a wide variety of horror literature texts.
3. To discuss the development and evolution of horror literature.
4. To practice critically speaking and writing about horror literature.
5. To explore the full range and complexity of horror literature.

ENGL 2380. Introduction to Short Fiction

Course Description

This course is an introduction to the study of short fiction, focusing on the use of critical approaches to analyze the ways that narrative is created. Students will read and analyze a diverse range of texts that may include varying time periods, nationalities, regions, genders, and ethnicity.

Student Learning Outcomes

1. Read a selection of fictional works.
2. Identify literary devices of short fiction, such as plot, character, setting, point of view, and theme.
3. Use critical approaches and engage in discussions to analyze fiction.
4. Define the strengths and limitations of short fiction forms.

ENGL 2520. Film as Literature

Course Description

The purpose of this course is to teach students how to analyze film as a visual text. Students will learn to analyze films, film techniques, eras, and genres. Students will also identify significant trends and developments in filmmaking, examining the ways in which film reflects and creates cultural trends and values.

Student Learning Outcomes

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.

The Syllabus:

All Sophomore Literature syllabi must contain the following departmentally standardized information:

Prerequisite(s)

Successful completion of ENGL 1120.

Corequisite(s)

None.

Course Rationale

The study of literature empowers students by introducing them to people, places, and customs they might not otherwise personally experience. Learning to communicate this experience enhances the ability of students to make connections between themselves and others, create a deeper understanding of the world and their roles in it. Critical thinking and analytical skills learned from studying literature are valuable skills for life and any scholastic endeavor, and learning to appreciate the entertainment value of literature provides students with outlets for recreation and relaxation that will last a lifetime.

Sophomore English is required for many NMJC degree programs, and a passing grade transfers to all public colleges and universities in New Mexico. For transferability to schools outside of New Mexico, please consult the transfer school.

Required Materials

ENGL 2230. Introduction to Popular Culture

Jenn Brandt, and Callie Clare. *An Introduction to Popular Culture in the US: People, Politics, and Power*. Bloomsbury, 2018. ISBN: 978-1501320576

ENGL 2380 Introduction to Short Fiction

Lawn, Beverly, and Joanne Diaz, editors. *40 Short Stories: A Portable Anthology*. 6th ed., Bedford / St. Martin's, 2020. ISBN 9781319355579

The above book, *40 Short Stories: A Portable Anthology*. is an eBook through an online service called Perusall. You must purchase access online when accessing the book

through Canvas, or you may purchase an access code through the NMJC bookstore.

Foster, Thomas C. *How to Read Literature Like a Professor: A Lively and Entertaining Guide to Reading Between the Lines*. Revised ed., Harper Perennial, 2017. **ISBN: 978-0062301673.**

ENGL 2520. Film as Literature

Friedman, Lester D., et al. *An Introduction to Film Genres*. W.W. Norton, 2014. **ISBN: 9780393930191**

ENGL 2580 Science Fiction

Evans, Arthur B. *The Wesleyan Anthology of Science Fiction*. Middletown, Wesleyan University Press, 2010. **ISBN: 978-0819569554**

Cline, Ernest. *Ready Player One. I*. B D W Y Broadway Books, 2017. **ISBN: 9780307887450**

ENGL 2585 Horror Fiction

Joyce Carol Oates. *American Gothic Tales*. William Abrahams Book, 1996. **ISBN: 9780452274891**

Matheson, Richard. *I Am Legend*. 1995. **ISBN: 9780765357151**

SPECIFIC COURSE STUDENT LEARNING OUTCOMES

By the end of the semester, students should be able to:

- Demonstrate continued proficiency in ENGL 1120 Learning Outcomes.
- Analyze literary works for elements, such as theme, character, plot, setting, symbolism, tone, and imagery.

- Recognize, interpret, analyze, discuss, criticize, and evaluate works of literature created during the period.
- Identify, distinguish, and evaluate authors of the period.
- Interpret, organize, and evaluate knowledge of the period and its relationship to the authors and their works.
- Recognize and use the relevant vocabulary of literary criticism and analysis.

Minimum Course Standards:

When teaching Sophomore Literature Courses, professors will have students meet or exceed the following minimum standards:

When teaching ENGL 1120, professors will have students meet or exceed the following minimum standards:

- Students should receive a copy of the “Essay Guide” early in the course as a review from ENGL 1110: <https://www.softchalkcloud.com/lesson/serve/uRhBvQ0DFqA6bH/html>
- Students must receive a copy the “Research Guide:” <https://www.softchalkcloud.com/lesson/serve/fLFSuenK76Dh15/html>.
- Students must complete one **major** research project that demonstrates a writing and research process over time with scaffolding assignments. Projects may include papers, multimedia projects, live or video presentations, etc.
- The research project, with topic, format, and medium at the professor’s discretion, should require a substantial amount of writing as well as use and citation of at least four secondary sources.
- The **research project must include** a written Works Cited.
- Students should use and cite various sources while avoiding using nonprofessional sources like general encyclopedias and Wikipedia.
- The research project should be 15% of the grade.
- Formal writing assignments should be formatted in current MLA style.

- Students should complete at least eight writing lab assignments of at least thirty sentences per week in Class Companion set at the college level.
- Lab assignments must be at least 30% of the overall grade calculation.
- Students should complete at least eight Read and Annotate assignments, consisting of the assigned textbooks and other readings selected by the professor.
- Reading based assignments should comprise at least 20% of the overall grade.
- Writing Lab assignments, freewriting, and Read and Annotate assignments should be completed in class when possible.

Teaching Guide: Creative Writing: ENGL 2310

Course Description

This course will introduce students to the basic elements of creative writing, including short fiction, poetry, and creative nonfiction. Students will read and study published works as models, but the focus of this "workshop" course is on students revising and reflecting on their own writing. Throughout this course, students will be expected to read poetry, fiction, and non-fiction closely, and analyze the craft features employed. They will be expected to write frequently in each of these genres.

Student Learning Outcomes

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.

Prerequisite: ENGL 1120 *or* ENGL 1110 and corequisite of ENGL 1120

The Syllabus:

All Creative Writing syllabi must contain the following departmentally standardized information:

Course Rationale

Sophomore English is required for many NMJC degree programs, and a passing grade transfers to all public colleges and universities in New Mexico. For transferability to schools outside of New Mexico, please consult the transfer school.

Required Materials²

Varies.

SPECIFIC COURSE STUDENT LEARNING OUTCOMES

By the end of the semester, students should be able to write materials that:

² Professors may add additional materials like pens, flash drives, scantron sheets, etc., but *required* items must appear in the list of required materials on the syllabus, and each professor must have students make use of anything that appears in the Required Materials Section of the syllabus. In cases like high school dual credit courses, textbooks may be altered with the consent of NMJC's Vice President of Instruction.

- Demonstrate continued proficiency in ENGL 1120 Learning Outcomes.
- Use rhetorical techniques, such as figurative language, imagery, simile, metaphor, irony and rhythm as appropriate.
- Construct different modes of narrative, such as poetry, short stories, screenplays, essays, etc.
- Demonstrate proficiency in development to involve the reader in concrete experiences.
- Use personal observation as material for the writing process.
- Use exact expressions and word choice for rhetorical effect.
- Apply critical acumen to written products.

Minimum Course Standards:

When teaching Creative Writing, professors will have students meet or exceed the following minimum standards:

- Students should complete a *minimum* of five *major* assignments, such as a combination of creative compositions, a writing journal, research projects, presentations, and exams.
- Formal writing assignments should be free of the most egregious and moderate mechanical and grammatical errors, including sentence fragments, run-on sentences, coordinating conjunctions, and possessives.
- Students should produce poetry and prose.
- Assignments should encourage the development of style and voice.
- Students should be directed to produce various genres, such as, but not limited to poetry, short stories, essays, plays, screenplays, etc.
- Students should learn to criticize themselves and others in a constructive manner.
- Students should learn how to receive constructive criticism and use it to revise writing.
- Grade calculations should not allow a student to fail *every* major assignment and earn a passing grade in the course.
- As appropriate to each individual, professors should encourage students to submit their work to publication venues outside of the college.

Rubric Library:

TRST 0105 Paragraph Rubric:

https://www.nmjc.edu/program/humanities/documents/Review_I_Paragraph_English_Rubric_2025.pdf

Transitional Rubric:

<https://www.nmjc.edu/program/humanities/documents/Transitional%20English%20Rubric%202024.pdf>

ENGL 1110 Writing Lab Rubric (Customizable Base):

https://www.nmjc.edu/program/humanities/documents/1110_Writing_Lab_Rubric%20_2025.pdf

ENGL 1120 / Sophomore Writing Lab Rubric (Customizable Base):

https://www.nmjc.edu/program/humanities/documents/1120_Writing_Lab_Rubric%20_primary_Source_Analysis_2025.pdf

Credit Rubric:

https://www.nmjc.edu/program/humanities/documents/Credit_Rubric%20_2024.pdf