Date: September 24, 2020

To: General Studies Council

From: *Literacy & Critical Inquiry Subcommittee*

Emily Mertz
Sarah Florini
Brent Scholar, Chair

Re: Recommendations for Course Proposals for Literacy (L) designation

Course Recommendations

Approve for L designation:

From ASU:

LST 470 Liberal Studies Seminar Topic: Understanding Place
This was a clear representation of all literacy and critical inquiry criteria. The committee would like to only recommend reviewing page length to word counts as a typical page usually has about 250 words, double spaced.

From MCCCD: None

Revise and Resubmit for L designation:

From ASU:

LST 470 Liberal Studies Seminar Topic: Changing Consciousness
The committee recommends a revision where the faculty provides more guidance by circling, underlining or otherwise marking in some manner, the information presented in the course syllabus as to how each criteria is actually met. It was challenging to determine how the class met all four of the criteria. It was unclear how the assignments will be based on "the gathering, interpreting and evaluating evidence," what was meant by a "personal critique," and how "depth" and "quality" will be accomplished with four assignments versus focusing perhaps on the required two substantial ones.

LST 470 Liberal Studies Seminar Topic: Creating Meaning through Design
Based on the theoretical frameworks being used these assignments likely meet the criteria for critical inquiry and literacy. However the language of the assignment descriptions does not make that clear. Based on the wording, some of the assignments sound descriptive versus analytical. The committee recommends that the language within the assignment description be updated to use a higher level Bloom's Taxonomy (i.e. https://www.teachthought.com/learning/what-is-blooms-taxonomy-a-definition-for-teachers/).

In reviewing the Design Project it needs to include a specific requirement for either a written or spoken reporting beyond a powerpoint or infographic. A video presentation is acceptable as a literacy requirement.

LST 470 Liberal Studies Seminar Topic: Tokens, Taverns, and Tactics
The committee feels this is an interesting way for learners to explore and examine material. What was challenging to determine was how the class met criteria two and three. It was unclear how the assignments will be based on "the gathering, interpreting and evaluating evidence" and how "depth" and "quality" will be accomplished with the frequent and insubstantial assignments. Perhaps focusing on the required two more substantial ones, could more clearly meet the requirements.

LST 470 Liberal Studies Seminar Topic: Social Activism Through the Arts
Based on the criteria and the learning objectives being used, these assignments likely meet the criteria for critical inquiry and literacy, however the language of the assignment descriptions does not make that clear. Based on the wording, some of the assignments sound descriptive versus analytical. The committee recommends that the language within the assignment description be updated to use a higher level Bloom's Taxonomy (i.e. https://www.teachthought.com/learning/what-is-blooms-taxonomy-a-definition-for-teachers/).
The committee would also like to only recommend reviewing page length to word counts as a typical page usually has about 250 words, double spaced.

From MCCCD: None

Deny for L designation:

From ASU: None

From MCCCD: None

Each member must provide initials, confirming and agreeing to the above stated.

APPROVAL: (sign off with initials by 12pm AZ time 9/24/2020)		
Sarah Florini -	Emily Mertz - -EM	Brent Scholar - BS