

## General Studies Request Form

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Permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of the new course being reviewed by the Senate.

More detailed information about requesting General Studies designations is found [here](#).

### Proposal Contact Information

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Submitter Name	Submitter Email	Submitter Phone Number
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College/School	Department/School
The College of Liberal Arts and Sciences (CLA)	Department of English (CENGLISH)

### Submission Information

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Select the type of submission:

New Request (This course or topic does not currently hold this designation)

Requested Effective Date

Spring 2023

### ASU Request

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Is this request for a permanent course or a topic?

Permanent Course

Subject	Course Number	Units/Credit Hours
ENG	319	3

### Course Information

Course Title

Future of English

Course Description

This transdisciplinary course investigates what varieties of English are currently used by whom and for what purposes, and attempts to predict the future of English and its significance at the individual, national and global levels.

Is this a crosslisted course?

No

Is this course offered by another academic unit?

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No

General Studies

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Requested Designation

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L - Literacy and Critical Inquiry

L: Literacy and Critical Inquiry

**Rationale and Objectives**

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. Critical inquiry involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement. Most lower-level "L" courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division "L" courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

[Revised October 2020]

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Please note:

1. ENG 101, 105, or 107 must be prerequisites to this course. ENG 102, 105, or 108 are acceptable as alternatives.
2. Honors Thesis courses ([493 omnibus](#)) meet "L" requirements.
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry "L" course is presented below. It will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

To qualify for the "L" designation, the course design must place a major emphasis on completing critical discourse—as evidenced by the following criteria:

"L" Criterion 1

Per [policy](#), students must have completed ENG 101, 105, or 107 to take an L course. This means the course must have, at minimum, ENG 101, 105, or 107 (or ENG 102, 105, or 108) as a prerequisite.

Please confirm that the course has the appropriate prerequisites, or that a proposal to change the prerequisites has been submitted in Quali CM.

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Yes

Identify the submitted documentation that provides evidence.

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Syllabus, Course Catalog description

Provide detailed evidence of how this course meets this criterion.

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The course catalog already shows "ENG 102, 105, or 108 with C or better" as the prerequisite.

### "L" Criterion 2

At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. *In-class essay exams may not be used for the "L" designation.*

Describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.

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- ☒ Yellowdig: 30%
- ☒ Critical Analysis and Response Essays: 15% x 2
- ☒ Final project proposal: 5% If not approved, the final project will not be accepted.
- ☒ Final project and presentation: 35 %

Identify the submitted documentation that provides evidence.

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### Syllabus

How does this course meet the spirit of this criterion?

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Sixty-five percent of the course grade depends on individual writing assignments.

Provide detailed evidence of how this course meets this criterion (i.e. where in the syllabus).

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- Final Project Proposal – 5%
- Module 5 Critical Analysis and Response 1 – 15%
- Module 7 Critical Analysis and Response 2 – 15%
- Yellowdig Discussion– 30%

### "L" Criterion 3

The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.

Describe the way(s) in which this criterion is addressed in the course design.

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Each writing assignment requires gathering examples, interpreting information presented in the videos and readings, and evaluating them in the context of what they have learned in the course:

Final Project Proposal: Students collect and read popular and scholarly articles, evaluate them to decide which materials to include, and assess the appropriateness of the topic they intend to propose for the final project.

Module 5 Critical Analysis and Response 1 & Module 7 Critical Analysis and Response 2: Students are required to respond to the prompt critically by gathering examples from their own lives, interpreting examples and/or materials presented in the unit, and evaluate them using theory and framework presented in the course up to that point.

Yellowdig Discussion: Students respond to prompts, which ask them to gather examples and analyze or evaluate them in light of the materials covered in the unit or to evaluate information covered in the unit.

Identify the submitted documentation that provides evidence.

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### Syllabus

How does this course meet the spirit of this criterion?

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Writing assignments require gathering examples, interpreting information presented in the videos and readings, and evaluating them in the context of what they have learned in the course.

Provide detailed evidence of how this course meets this criterion (i.e. where in the syllabus).

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Final Project Proposal: Students collect and read popular and scholarly articles, evaluate them to decide which materials to include, and assess the appropriateness of the topic they intend to propose for the final project.

Module 5 Critical Analysis and Response 1 & Module 7 Critical Analysis and Response 2: Students are required to respond to the prompt critically by gathering examples from their own lives, interpreting examples and/or materials presented in the unit, and evaluate them using theory and framework presented in the course up to that point.

Yellowdig Discussion: Students respond to prompts, which ask them to gather examples and analyze or evaluate them in light of the materials covered in the unit or to evaluate information covered in the unit.

"L" Criterion 4

The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.

Provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements.

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Module 5 Critical Analysis and Response 1 & Module 7 Critical Analysis and Response 2: 500-word essays require students to gather examples, interpret or analyze the examples or information presented in the unit, and critically evaluate them. The instruction states "In approximately 500 words, respond to one of the prompts below. Your analysis and response essay is expected to demonstrate the understanding of the materials covered in the course by making specific references to the readings, lecture presentations, websites, or video clips. Use the APA style when citing sources. The essays are reviewed by Turnitin, a plagiarism detection software upon submission," and the prompts for each essay further specifies what they are expected to demonstrate in the essays.

Module 8 Sociolinguistic Profile (Final Project): Students spend 4.5 of 7.5 weeks in the course to engage in the original research, collecting primary data and/or reading and evaluating popular and scholarly articles. They are expected to organize and present their information, analysis, and evaluation using a framework called "Sociolinguistic Profile," which is a framework commonly used by scholars in the field of World Englishes. Students create an oral presentation that resembles the format and expectations of academic conference presentations.

Identify the submitted documentation that provides evidence.

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Syllabus

How does this course meet the spirit of this criterion?

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Three of the writing/speaking assignments are substantial in depth, quality, and quantity.

Provide detailed evidence of how this course meets this criterion (i.e. where in the syllabus).

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Module 5 Critical Analysis and Response 1 & Module 7 Critical Analysis and Response 2: 500-word essays require students to gather examples, interpret or analyze the examples or information presented in the unit, and critically evaluate them.

Module 8 Sociolinguistic Profile (Final Project): Students spend 4.5 of 7.5 weeks in the course to engage in the original research, collecting primary data and/or reading and evaluating popular and scholarly articles. They create an oral presentation that resembles the format and expectations of academic conference presentations.

#### "L" Criterion 5

These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. *Intervention at earlier stages in the writing process is especially welcomed.*

Describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments.

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(1) Two Critical Analysis and Responses are assigned 2 weeks apart (Unit 5 and Unit 7). This allows enough time for the instructor to provide feedback on the first essay before students start working on the second essay and to help students to do better on the second essay.

(2) Final project is broken down to the proposal (Week 2) and the final product (Week 8). This gives the instructor enough time not only to approve the topic but also to provide guidance on how to find relevant information or to evaluate information as needed.

The course policy states that grades on assignments will be available within 72 hours of the deadline.

Identify the submitted documentation that provides evidence.

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#### Syllabus

How does this course meet the spirit of this criterion?

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(1) Course policy

(2) Two Critical Analysis and Responses are assigned 2 weeks apart.

(3) The final project is broken down to two assignments, allowing for the intervention at an early stage.

Provide detailed evidence of how this course meets this criterion (i.e. where in the syllabus).

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Course policy on "Grading Procedure" states that grades on assignments will be available within 72 hours of the deadline.

Two Critical Analysis and Responses are assigned 2 weeks apart (Unit 5 and Unit 7). This allows enough time for the instructor to provide feedback on the first essay before students start working on the second essay and to help students to do better on the second essay.

Final project is broken down to the proposal (Week 2) and the final product (Week 8). This gives the instructor enough time not only to approve the topic but also to provide guidance on how to find relevant information or to evaluate information as needed.

Attach a sample syllabus for this course or topic, including the list of any required readings.

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[ENG 319 L Syllabus.pdf](#)

Attach the table of contents from any required textbook(s).

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Attach any other materials that would be relevant or helpful in the review of this request.

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No Response