

General Studies Request Form

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

Submitter Name	Submitter Email	Submitter Phone Number
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College/School	Department/School
The College of Liberal Arts and Sciences (CLA)	School of International Letters and Cultures (CLAN-LIT)

Submission Information

Select the type of submission:

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

Requested Effective Date

Spring 2023

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject	Course Number	Units/Credit Hours
SPA	416	3

Course Information

Course Title

Advanced Spanish Conversation and Composition for Spanish Heritage Learners

Course Description

Oral and written Spanish communication skills for Spanish heritage learners to expand and strengthen advanced skills for use in a variety of contexts such as professional, educational and academic. Provides a dynamic cultural context to critically examine topics of culture, history, linguistics, and literature from authors from Latin America where students will learn to distinguish and write different types of texts such as narrative, descriptive, journalistic, advertising, and scientific-technical.

Is this a crosslisted course?

No

Is this course offered by another academic unit?

No

General Studies

Requested Designation

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]

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.

Yes

Identify the submitted documentation that provides evidence.

Prerequisites section, Syllabus, page 1

Provide detailed evidence of how this course meets this criterion.

Prerequisites are listed in the syllabus and on the new course proposal in Kualu.

"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.

50% of the final grade depends on two writing assignments that involve the gathering and evaluation of texts/sources. The first written assignment (20%) is a critical analysis and evaluation of an article in preparation for a critical presentation of the article and analysis. The second paper (30%) is an in-depth research paper where students conduct formal and analytical study with references that show a detailed investigation of a topic/issue. These assignments include feedback from the instructor to refine their critical inquiry skills in the subsequent submission (i.e oral presentation and final essay).

Identify the submitted documentation that provides evidence.

See Evaluation section of the Syllabus, page 2

How does this course meet the spirit of this criterion?

50% of the final grade depends on writing assignments from a research paper, a report (critical analysis) and an oral presentation.

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

Evaluation section of Syllabus, page 2 and Course Calendar (some examples highlighted in yellow)

"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.

The final essay, oral presentation and report ask students to evaluate and analyze texts. These analyses require students to gather evidence from different sources and analyze different texts. Students analyze meaning on a variety of texts. In addition, students must investigate and gather relevant information to present their findings in the form of a research paper, they must be able to textually convey their evidence, argumentation and conclusion not focus on opinion but critical interpretation based on evidence.

Identify the submitted documentation that provides evidence.

See the course assignments section of the syllabus page 3, in particular Oral presentation and report, and Final essay

How does this course meet the spirit of this criterion?

The writing assignments involve gathering, interpreting, and evaluating evidence from texts. Students critically analyze texts to write a report and prepare an oral presentation. For the final essay students gather, interpret, and evaluate evidence to write formally and critically about the topic/issue. The class

discussion and the written assignments are designed to strengthen students' ability to engage in critical inquiry through oral and written discourse.

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

Syllabus - Learning outcomes, page 2; Oral presentation report, Final Essay Page 3

"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.

The course includes two writing/speaking assignment papers where students engage in in-depth analysis and research to present critical analysis and evaluation of sources. In total they are worth 50% of the final grade. These assignments require several steps in which students engage with the material.

Identify the submitted documentation that provides evidence.

See Syllabus - Oral presentation report, Oral presentation, Final essay page 3

How does this course meet the spirit of this criterion?

The final essay and oral presentation are substantial in depth, and quality. For these assignments, students conduct research, and include a critical analysis and evaluation of the topic that require substantial in-depth engagement with the material.

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

Syllabus - Oral presentation report, Oral presentation, Final essay page 3

"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.

The oral presentation requires a report that students will submit before the presentation to receive feedback for the presentation content. The research paper involves a series of steps (outline, draft, peer review) with instructor feedback that offers opportunities for students to refine and revise their final paper.

Identify the submitted documentation that provides evidence.

See Syllabus - (1) Oral presentation report, Oral presentation, (2) Final essay (outline, draft, final version)

How does this course meet the spirit of this criterion?

Students receive feedback on the report before doing the oral presentation. The Final essay has 3 different steps: outline, draft, and final paper. Students will receive feedback on all steps leading up to the final paper.

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

Syllabus - (1) Oral presentation report, Oral presentation, (2) Final essay (outline, draft, final version)

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

[SPA 416 Syllabus - L.pdf](#)

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

No Response

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

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Sara Beaudrie - September 12, 2022 at 4:43 PM (America/Phoenix)

Department Approval

Approved

April Randall - September 12, 2022 at 4:44 PM (America/Phoenix)

Original submission signed by Nina Berman on 4/6/2022. This is a revised submission upon recommendation of the GSC at the 4/28/2022 meeting.

Provost's Office Review

Approved

April Randall - October 7, 2022 at 10:07 AM (America/Phoenix)

Literacy and Critical Inquiry Committee Review

Acknowledgement Requested

Patricia Webb

Brent Scholar - October 24, 2022 at 10:52 AM (America/Phoenix)

Recommendation is to revise and resubmit. The assignments outlined overall meet criteria. The detail needed to approve is to ensure that C-2 is met with 50% of the assignments for literacy. The final assignment does not have a breakdown of the three deliverables, together worth 30%. The proposal portion would not be calculated for literacy so this proposal may be short of the 50% requirement. Please reevaluate and update the percentage breakdowns and resubmit.
