

General Studies Request Form

Please see the [General Studies Request Overview and FAQ](#) for information and quick answers.

New 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 a new course proposal being reviewed by the Senate.

Proposal Contact Information

Submitter Name	Submitter Email	Submitter Phone Number
Cara McDaniel	cara.mcdaniel@asu.edu	480-965-6545

College/School	Department/School
W. P. Carey School of Business (CBA)	Department of Economics (CECONOMICS)

Submission Information

Type of submission:

Mandatory Review (Course or topic currently holds this designation and is undergoing 5-year review)

What is Mandatory Review?

Courses and topics previously approved for General Studies must be reviewed every five years by the General Studies Council to verify requirements are still met.

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code	Course Number	Units/Credit Hours
ECN	475	3

Course Information

Courses approved for General Studies require mandatory review every five years.

Course Title

Capstone in Economics

Course Catalog Description

A capstone course integrating several fields of economics. Topics are drawn from multiple research areas of wide interest, such growth and development, environmental, health, industrial organization, international, labor, and public economics. Focuses on discussion, evaluation, and presentation of economic concepts in written and verbal form.

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.

The "L" designation may not be requested for omnibus special topics, as the course-level prerequisites required for "L" consideration are not possible at the class/topic level.

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 in Catalog

Provide detailed evidence of how this course meets this criterion.

Prerequisite: ENG 102, 105, or 108 with C or better; ECN 213 or 313 with C or better; ECN 214 or 312 with C or better; minimum senior standing

"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.

Students are required to complete short writing assignments and a final written/presented project in ECN 475. See attached syllabus

Identify the submitted documentation that provides evidence.

Syllabus

How does this course meet the spirit of this criterion?

ECN 475 is a culminating course that requires students to draw on the theories learned in core courses and evaluate and conduct their own analysis, think critically, and express their conclusions both in writing and verbally. This is evident in the course description and learning goals in the syllabus.

The requirements for the course include multiple writing assignments: two short papers and a final project that includes a research plan, thesis statement, annotated bibliography, presentation, and final paper. The presentation portion of the assignment includes written slides as well as oral delivery.

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

Relevant areas of the syllabus are highlighted in yellow and labeled "C-2". Page 3 of the syllabus provides the breakdown of grades; 52% of the course grade is determined by performance on short and final project assignments. Descriptions of the assignments are located on pages 4-5 of the syllabus.

"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.

Assignment descriptions are included in the syllabus, highlighted and labeled C-3

Identify the submitted documentation that provides evidence.

Rubrics used to grade the written assignments (-topic_research_plan_rubric.png -annotated_bib_rubric.png -short_paper_rubric.png -term_paper_rubric.png) Assignment descriptions in the syllabus.

How does this course meet the spirit of this criterion?

Students are required to gather data, evaluate research articles and use evidence in their writing assignments in the course. Additionally, students are asked to read assigned papers and engage in meaningful and critical discussion during class. Topics covered in class have policy implications or suggestions. Two short papers based on class discussion and readings are assigned to each student. Students are asked to take a position on the topic and support their position using evidence presented in the articles.

The small assignments and class discussion prepare them to produce a substantial final project at the end of the term. The final project requires students to make a policy suggestion and support their position using the evidence gathered from research.

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

-Learning objectives 3&4 on page 1 of the syllabus

- Highlighted portion of participation and written assignment descriptions on pages 2, 4 & 5 of the syllabus emphasize the importance of critical thinking and use of evidence in the course

Highlighted areas of the following rubrics demonstrate gathering of data and research articles in the course assignments.

-topic_research_plan_rubric.png

-annotated_bib_rubric.png

-short_paper_rubric.png

-term_paper_rubric.png

"L" Criterion 4

The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Consider at least 5 pages (~2500 words) for an in-depth critical analysis and 10-15 minutes for a presentation. 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.

There are two short-paper assignments and a final project that includes a final paper and presentation. The short papers are 2-3 pages each and the final paper is 10-15 pages. The presentation is 15-20 minutes in length, per student.

Identify the submitted documentation that provides evidence.

Syllabus Rubrics -short_paper_rubric.png -term_paper_rubric.png -presentation_rubric.png

How does this course meet the spirit of this criterion?

Substantial writing assignments and presentation make up more than 50% of the grade as required by criterion 1.

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

Page 3 of the syllabus provides the contribution of short papers (20% total) final paper and presentation (parts 3a&3b of the final project for presentation 22% total) to the final grade.

Page 4 describes the short paper assignment

Page 5 includes description of the final presentation and paper

"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.

Short papers paper assignments are spaced out throughout the semester and are low-stakes. Students receive feedback on their writing, strength of arguments, and use of evidence prior to submitting the final paper.

Identify the submitted documentation that provides evidence.

Class schedule in the syllabus, Short paper rubrics

How does this course meet the spirit of this criterion?

Small writing assignments and a final project with steps to completion allow students to practice and improve their writing and analysis prior to completing a final project.

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

Pages 3 and 4 of the syllabus contain the schedule with due dates for short paper assignment. Students receive feedback from the short paper rubrics as well as instructor feedback with varying detail.

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

[ECN_475_syllabus_Fall_2022_gs.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.

[topic_research_plan_rubric-pdfjam.pdf](#)

Form Submission - Proposer

Submitted for Approval | Proposer

Cara McDaniel - January 12, 2023 at 4:04 PM (America/Phoenix)

Department Approval

Approved

Alejandro Manelli - January 17, 2023 at 8:20 AM (America/Phoenix)

Provost's Office Review

Approved

April Randall

Joni Lochtefeld - January 18, 2023 at 4:06 PM (America/Phoenix)

Literacy and Critical Inquiry Mandatory Review

Acknowledgement Requested

Patricia Webb

Brent Scholar - January 30, 2023 at 10:27 AM (America/Phoenix)

Revise and Resubmit. According to Criterion 2, 50% of the course needs to be focused on critical writing assignments. The bibliography and topic statement are not substantive enough. The 10% they are worth does not count toward the literacy requirement. Therefore, the course has only 42% toward the final literacy requirement.

Emily Mertz

General Studies Council Meeting

Waiting for Approval

April Randall

Joni Lochtefeld

Proposer Notification

Notification

Cara McDaniel
