

## General Studies Request Form

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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

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Submitter Name	Submitter Email	Submitter Phone Number
Mary Beth Hollmann	mhollman@asu.edu	602-543-5731

College/School	Department/School
The College of Liberal Arts and Sciences (CLA)	Department of English (CENGLISH)

### Submission Information

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Type of submission:

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

Requested Effective Date

Fall 2023

### ASU Request

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Is this request for a permanent course or a topic?

Topic

Subject Code	Course Number	Units/Credit Hours
ENG	349	3

#### Topic Information

If your request is approved:

1. Topics on [omnibus courses](#) only carry designations for three consecutive semesters (excluding summer), *whether or not they are scheduled*. Once expired, a new request must be submitted.
2. Topics on **permanent courses** require mandatory review every five years.

Topic Title

Indisciplining English: Global Lit as Critique

Topic Description

This class will read global literature from around the world to expand our understanding about knowledge production beyond the Western academy, and to interrogate the ways in which Western literature has a universalizing and normalizing effect on how we understand human experience. To that end, we will complement global literature with writers such as Fanon and Said, to build our critical methodologies. We will begin by asking what "literature" is and how and why that came to be, and what it means to read global literature in translation.

If this topic exists on any other courses and the sections will be combined in the schedule, please list those courses here.

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## 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.

**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.

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Yes

Identify the submitted documentation that provides evidence.

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Syllabus and course materials.

Provide detailed evidence of how this course meets this criterion.

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Prerequisites: ENG 102, 105, or 108 with C or better OR Visiting University Student

### "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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o Class Engagement 10%

In-class discussion participation.

o Canvas Assignments 15%

Discussion board responses, short responses, quizzes.

o Explication Assignment 15%

Explication 10-15 lines in a short essay 500-700 words.

o Essay 30%

Sustained argument about one literary text that is qualified by evidence from the text. Min. 2500 words.

o Final Essay 30%

Sustained argument that is comparative or in conversation with critical conversations. Uses evidence from both primary and secondary sources. Min. 2500 words.

Identify the submitted documentation that provides evidence.

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Syllabus and course materials.

How does this course meet the spirit of this criterion?

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Writing assignments for this course comprise 75% of the grade. Writing assignments require critical reading and discussion, and critical analysis of readings in essay form.

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

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Syllabus grade breakdown provides a brief description of the assignments and their grade weight. Course description highlights the critical engagement expected for the course, including the kinds of questions students will be asking and attempting to answer.

### "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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One critical inquiry of this course examines the politics of "world literature," its designation and the ways in which its designation continues to be problematic. The course takes this conversation to illuminate "English studies" and literary canon. The reading assignments include both literature, literary history, and critical conversations concerning the literature or an issue explored by the literature, such as colonization

and Orientalism. These critical conversations that will take place during class meetings in the form of class engagement (10% of the grade), in Canvas short response assignments (15%) and essay assignments (75%)

Identify the submitted documentation that provides evidence.

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Syllabus and Explication Assignment Instructions.

How does this course meet the spirit of this criterion?

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The course actively examines the purpose and issues inherent in a "Global Literary Studies" course. This is intentional to avoid a settler colonialization of texts designated as "world/global" literature. The course is designed to be inherently self-reflective so that students do not simply passively read literature from subjugated positionalities.

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

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The spirit of this criterion is established in the course description and learning outcomes. The writing assignments support the critical reading and conversation students will do.

#### "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.

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- a. ☒ Essay ☒ 30%- Sustained argument about one literary text that is qualified by evidence from the text. Min. 2500 words.
- b. ☒ Final Essay 30% - Sustained argument that is comparative or in conversation with critical conversations. Uses evidence from both primary and secondary sources. Min. 2500 words.

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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Course supports substantial writing assignments through the structure and scaffolding of the reading assignments, and the shorter assignments that sustains active student engagement with the critical conversations prompted by the literature and the complementary critical literature. The later modules have few to no critical literature to encourage students to develop their own ideas and their own connections between the text and issues they argue is significant.

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

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Modules 1-4 are designed with more structure and scaffolding of the issues and critical inquiries students will engage with. Modules 5-7 enable more independent critical engagement with the literature, which is aligned with when the longer essays will be due. The shorter assignments are foundational writing assignments that prepare students to write critical arguments supported by evidence.

#### "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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Modules 1-4 are designed with more structure and scaffolding of the issues and critical inquiries students will engage with. Modules 5-7 enable more independent critical engagement with the literature, which is aligned with when the longer essays will be due. The shorter assignments are foundational writing assignments that prepare students to write critical arguments supported by evidence. For instance, the explication prepares students to read literature closely for the issues they engage with. The explication assignment includes a grading rubric to give students a clear expectation of the assignment; this will be paired with marginal comments on strengths of the explication. Students can use the rubric as guidance for their shorter writing explication assignment. The elements learned in the explication will be building blocks for sustained critical analysis and synthesis in the longer essays.

Identify the submitted documentation that provides evidence.

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### Explication Assignment

How does this course meet the spirit of this criterion?

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The syllabus relies heavily on scaffolding assignments so that they serve as building blocks that prepare students for the longer essays due between Module 5-7. Canvas assignment and the shorter assignment are building-block assignments. The longer essays similarly are scaffolded in their requirements so that the essays are increasingly more challenging and demanding critically. The first long essay focuses on one literary text, and expects a sustained kind of explication, where evidence from the primary text is all that is required. The final essay will be comparative and/or in conversation with critical texts, which includes lessons learned in the explication and first longer essay.

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

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- a. ☒ Clearest breakdown of the scaffold is evident in the grade breakdown, and the assignment due dates in the modules.
  - i. ☒ Explication assignment is due at the conclusion of Module 3. Student will have read enough literary text from which to choose from to explicate.
  - ii. ☒ The first essay is due at the end of Module 4 (3 weeks after the explication assignment).
  - iii. ☒ The final essay is due at the conclusion of Module 7, which will address any of the texts between Modules 5-7. These modules have no critical texts complementing them so that students are focused on developing their own arguments and ideas.

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

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[GSA ENG 349 Global Literary Studies Syllabus.pdf](#)

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

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[David Damrosch, World Lit in Theory TOC.docx](#)

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

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[GSA Evidence Explication Essay.pdf](#)

## Form Submission - Proposer

Submitted for Approval | Proposer

Mary Beth Hollmann - December 12, 2022 at 11:44 AM (America/Phoenix)

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## Department Approval

Approved

Aya Matsuda - December 12, 2022 at 11:46 AM (America/Phoenix)

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## Provost's Office Review

Approved

April Randall

Joni Lochtefeld - December 14, 2022 at 1:43 PM (America/Phoenix)

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## Literacy and Critical Inquiry Committee Review

Acknowledgement Requested

Patricia Webb

Brent Scholar - January 30, 2023 at 11:03 AM (America/Phoenix)

Revise and Resubmit. Criterion 2 requires 50% of the critical writing be present in the course. Only the Essay and Final Essay meet this requirement for 60%. However, there is not enough evidence of the gathering of information from multiple sources and critical inquiry for the Essay and Final Essay so more information is being requested. Please provide detailed descriptions of those two assignments in the syllabus.

Emily Mertz

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## General Studies Council Meeting

Waiting for Approval

April Randall

Joni Lochtefeld

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## Registrar Notification

Notification

Courses Implementation

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## Implementation

Approval

Rebecca Klein

Lauren Bates

Alisha Von Kampen

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## Proposer Notification

Notification

Mary Beth Hollmann

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## Topic Notification

Notification

Leticia Mayer

Peggy Boivin

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