

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
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

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?

Topic

Subject Code	Course Number	Units/Credit Hours
ENG	367	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

Classic Texts and Contemporary Trends

Topic Description

Our course combines a reevaluation of landmark works that helped defined ecological thought and environmental concerns (e.g. Henry David Thoreau's *Walden* and Rachel Carson's *Silent Spring*) and explores emerging representational forms and theoretical models (e.g. Rigby's *Dancing with Disaster* and Morton's *Hyperobjects*) that give voice to current crises at global and local scales. The first half of the course rereads classical works of environmental literature (fiction, poetry and creative nonfiction), while the second half of the course engages analytic/theoretical models and pragmatic applications through which

humanities disciplines engage the 'wicked problems' that inform current understanding of what is termed the Anthropocene, the current period of human impact upon planetary conditions (e.g. Scranton's Learning to Die in the Anthropocene).

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

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.

Syllabus and assignments

Provide detailed evidence of how this course meets this criterion.

The class requires students to engage with and evaluate literary texts and films that address interconnected cultural, historical, and environmental issues in class, as well as in an online forum and in two written assignments.

"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.

Participation is 10% of the total grade. There are two written assignments: one is an analytic essay that is weighted at 20% of the total grade and a research paper/project at 40% for a total of 60% of the total grade. There is also an online forum in Canvas for discussion that is weighted at 30% of the final grade.

Identify the submitted documentation that provides evidence.

Syllabus.

How does this course meet the spirit of this criterion?

The assignments require the students to engage critically with one or several of the assigned readings and academic criticism and provide an Analytic Essay and a research paper/project.

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

Pages 2 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.

Assignments require students to construct arguments about the literature from the Western United States supported by evidence gathered, interpreted and evaluated by them. Any opinions or reflections must be supported by the evidence gathered and should show evidence of critical reflection.

Identify the submitted documentation that provides evidence.

Syllabus.

How does this course meet the spirit of this criterion?

The assignments require the students to engage critically with selected classic works, theoretical perspectives and films in an Analytic Essay and research paper/project, which must demonstrate evidence gathering and critical thought.

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

Page 2 of the syllabus.

"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.

Students must complete an Analytical Essay and a research paper/project that exemplifies substantial literary analysis. The online forum in Canvas also provides several discussion topics that require critical replies supported with evidence from the readings.

Identify the submitted documentation that provides evidence.

Syllabus.

How does this course meet the spirit of this criterion?

The assignments require the students to engage critically with selected classic works, theoretical perspectives and films in an Analytic Essay and research paper/project and in replies in an online forum, which must demonstrate evidence gathering and critical thought.

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

Page 2 of the syllabus.

"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.

Students complete an Analytic Essay in the beginning of the course that enables assessment of writing acumen, identifies areas needing improvement and enables instructors to hone students' best critical prose/style. Students have the ability to meet with instructors to discuss the research paper/project prior to submission.

Identify the submitted documentation that provides evidence.

Syllabus.

How does this course meet the spirit of this criterion?

Students complete the Analytic Essay during the taught part of the course. It is assessed, graded and returned before the second research paper/project is due. The Analytic Essay is also discussed with the student prior to the submission of the research paper/project. Students also have the option to discuss their research paper/project throughout the course with the instructor for feedback.

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

Page 2 of the syllabus.

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

[ENG 367 - Environmental Issues in Literature and Film - Classic Texts and Contemporary Trends - Lussier Bate.pdf](#)

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

[Table of Contents - Theoretical Perspective Texts - ENG 367 - Classic Texts and Contemporary Trends.pdf](#)

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

[College General Studies Mandatory Review - CISA Support Letter 2022.pdf](#)

Form Submission - Proposer

Submitted for Approval | Proposer

Mary Beth Hollmann - January 10, 2023 at 12:19 PM (America/Phoenix)

Department Approval

Approved

Aya Matsuda - January 10, 2023 at 12:26 PM (America/Phoenix)

Provost's Office Review

Approved

April Randall

Joni Lochtefeld - January 18, 2023 at 3:32 PM (America/Phoenix)

Literacy and Critical Inquiry Mandatory Review

Acknowledgement Requested

Patricia Webb

Brent Scholar - January 30, 2023 at 10:32 AM (America/Phoenix)

Revise and Resubmit. The projects sound appropriate but there is not enough evidence presented to assess whether their content fits the literacy criteria. Please add detailed descriptions for the two writing projects in the syllabus for further review.

Emily Mertz

General Studies Council Meeting

Waiting for Approval

April Randall

Joni Lochtefeld

Proposer Notification

Notification

Mary Beth Hollmann

Mandatory Review Topic Notification

Notification

Leticia Mayer

