

## 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
Ronald Dorn	atrid@asu.edu	4809657533
College/School	Department/School	
The College of Liberal Arts and Sciences (CLA)	School of Geographical Sciences and Urban Planning (CGEOGRAPHY)	

### Submission Information

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Type of submission:

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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

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Is this request for a permanent course or a topic?

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#### Permanent Course

Subject Code	Course Number	Units/Credit Hours
GCU	496	3

#### Course Information

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

#### Course Title

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Geographic Research Methods

#### Course Description

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Scientific techniques used in geographic research.

Is this a crosslisted course?

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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.

**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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The syllabus

Provide detailed evidence of how this course meets this criterion.

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No student can register for the course without meeting this 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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100% of the grade for this course is writing a natural science or social science journal article. There is no expectation that the students will submit this paper for publication. However, the course takes the student through the steps of carrying out geographic research and writing up that research. This requires iterative assignment evaluations where the student submit and get feedback on the various pieces of a journal article (e.g. problem statement, methodology, study site, results, discussion, conclusion and abstract.

Identify the submitted documentation that provides evidence.

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The two syllabi - on ground generic and online generic provide the evidence. The on ground syllabus is color coded to the general studies criteria.

How does this course meet the spirit of this criterion?

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The attached 8 page document goes over how the course and its assignments meet the spirit and the specifics of each criteria. It is extremely detailed, allowing the general studies committee the chance to really look "under the hood".

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

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The on ground syllabus is color coded to the general studies criteria. Also, the attached 8 page document goes over how the course and its assignments meet the spirit and the specifics of each criteria. It is extremely detailed, allowing the general studies committee the chance to really look "under the hood".

"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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100% of the grade for this course is writing a natural science or social science journal article. There is no expectation that the students will submit this paper for publication. However, the course takes the student through the steps of carrying out geographic research and writing up that research. Students gather, interpret and evaluate evidence as a part of this process.

Identify the submitted documentation that provides evidence.

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The two syllabi - on ground generic and online generic provide the evidence. The on ground syllabus is color coded to the general studies criteria.

How does this course meet the spirit of this criterion?

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

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The on ground syllabus is color coded to the general studies criteria. Also, the attached 8 page document goes over how the course and its assignments meet the spirit and the specifics of each criteria. It is extremely detailed, allowing the general studies committee the chance to really look "under the hood".

#### "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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100% of the grade for this course is writing a natural science or social science journal article. There is no expectation that the students will submit this paper for publication. However, the course takes the student through the steps of carrying out geographic research and writing up that research. In a way, this is the same expectation for a masters student, but the process of carrying out research can only go "so far" in 1-semester course. Thus, the course has multiple writing assignments where the pieces of the journal article are broken apart (e.g. literature review, problem statement, methods, study site, results, discussion). Thus, there are far more than two writing assignments.

Identify the submitted documentation that provides evidence.

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How does this course meet the spirit of this criterion?

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The attached 8 page document goes over how the course and its assignments meet the spirit of each criteria.

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

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The on ground syllabus is color coded to the general studies criteria. Also, the attached 8 page document goes over how the course and its assignments meet the spirit and the specifics of each criteria. It is extremely detailed, allowing the general studies committee the chance to really look "under the hood".

#### "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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Every assignment involves the submission of the original writing piece, timely feedback, and then re-submission of the revised section. There is also a third iteration of revise and resubmit, where students put

everything together and then receive feedback on the entire journal article package. Thus, students get writing feedback at least twice for their assignments.

Identify the submitted documentation that provides evidence.

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The two syllabi - on ground generic and online generic provide the evidence. The on ground syllabus is color coded to the general studies criteria.

How does this course meet the spirit of this criterion?

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The idea of getting students to write a journal article demands iterative feedback. The assignments cannot be any other way. This sort of a course truly meets the spirit of the idea of students seeing the value of precise technical writing before they graduate.

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

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The on ground syllabus is color coded to the general studies criteria. Also, the attached 8 page document goes over how the course and its assignments meet the spirit and the specifics of each criteria. It is extremely detailed, allowing the general studies committee the chance to really look "under the hood".

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

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[496Generic\\_GroundOnline.pdf](#)

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

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No Response

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

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[496\\_AdditionalQuestions.pdf](#)

## Form Submission - Proposer

Submitted for Approval | Proposer

Ronald Dorn - November 16, 2022 at 4:31 PM (America/Phoenix)

## Department Approval

Approved

Duncan Shaeffer - November 17, 2022 at 10:09 AM (America/Phoenix)

I wholeheartedly approve GCU 496 Geographic Research Methods for continued "L" status for ASU General Studies.

--J. Duncan Shaeffer,  
Associate Director of Undergraduate Programs, SGSUP

## Provost's Office Review

Sent Back

April Randall - November 17, 2022 at 3:20 PM (America/Phoenix)

Per the instructions on this form, current syllabus information must also be entered in Quali Curriculum Management (CM). If you don't have access to Quali CM, you'll need to work with your unit and coordinate with the individual(s) able to submit Quali CM course proposals. Please see the General Studies Request FAQ for more information: [https://docs.google.com/document/d/1BF\\_lpZ4neXWRQgZfXj-5ILS07EEn-Nu34Z35S8CrAEVk/](https://docs.google.com/document/d/1BF_lpZ4neXWRQgZfXj-5ILS07EEn-Nu34Z35S8CrAEVk/)

## Form Submission - Proposer

Submitted for Approval | Proposer

Ronald Dorn - December 13, 2022 at 1:44 PM (America/Phoenix)

## Department Approval

Approved

Duncan Shaeffer - January 18, 2023 at 2:03 PM (America/Phoenix)

This is approved.

## Provost's Office Review

Approved

April Randall

Joni Lochtefeld - January 18, 2023 at 4:35 PM (America/Phoenix)

## Literacy and Critical Inquiry Mandatory Review

Acknowledgement Requested

Patricia Webb

Brent Scholar - January 30, 2023 at 10:18 AM (America/Phoenix)

Revise and Resubmit. Clarify individual and team contributions and percentage of paper done by one student because each student would need to write a minimum of 5 pages to count toward literacy (See Criteria 4). The individual project's bibliography, summaries and research statements do not count toward literacy based on the need for critical analysis and length (See Criteria 3 and 4).

Emily Mertz

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## General Studies Council Meeting

Waiting for Approval

April Randall

Joni Lochtefeld

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## Proposer Notification

Notification

Ronald Dorn

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