

General Studies Request Form

Consult the [General Studies Request Overview and FAQ](#) for more 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
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College/School	Department/School
Community College	Maricopa County Community College District

Submission Information

Type of submission:

Mandatory Review (Course or topic 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.

Community College Request

Eligibility: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable) are not eligible for General Studies.

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

Subject (CC)	Number (CC)	Units/Credit Hours (CC)
AIS	213	3

Course Title (CC)

American Indian Religions

Course Description (CC)

An examination of the historical and cultural background of diverse life ways and worldviews belonging to the peoples indigenous to the North American continent over time, including a study of modern day American Indian beliefs and practices.

Is this a crosslisted course?

Identify all crosslisted courses.

Yes REL 203

This course currently transfers to ASU as:

Enter the subject/prefix:

Department Elective (DEC)

AIS Dept Elective, REL Dept Elective,

Is this a multi-section course?

Yes

Is it governed by a common syllabus?

Yes

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

"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 for Literacy in the computation of course grades -- and indicate the proportion of the final grade that is determined by each assignment. Do not say see attachment or syllabus, or your application may automatically be denied for being incomplete.

See Syllabus for over 50% writing assignments. These assignments require students to read and gather information on the subject matter, interpret the research, evaluate the evidence, and document the learning. This includes but is not limited to the following assignments: Dine'/Navajo Knowledge, Hozho Writing Assignment, Hopi & Kachinas, Sacred Clowns, Apache Girl-Woman Rite of Passage, Medicine Wheel, Inuit Documentary, Indian Boarding Schools, Lakota (Sioux) Language Revitalization, Native Art/Music Research Paper, Indigenous View of the World w/ Oren Lyons, Cherokee Nation and Freedmen: A Historical Timeline

"L" Criterion 3

The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection. Please include detailed assignment descriptions in the syllabus to substantiate this criterion.

Provide a detailed description of how the assignments gather, interpret, and evaluate evidence demonstrating critical inquiry and not opinion and/or reflection. Do not say see attachment or syllabus, or your application may automatically be denied for being incomplete.

Students gather, interpret, and evaluate evidence through readings that include academic articles, dissertations, native writings, and native art; and through watching documentaries. The critical inquiry reflects analysis and peer-reviewed research beyond opinion and/or reflection.

"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, double spaced, per assignment for an in-depth critical analysis and 10-15 minutes for a presentation (per person if a group project). 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.

Please include detailed assignment descriptions in the syllabus to substantiate this criterion.

Provide a detailed description of the two or more substantial writing or speaking tasks based on a minimum of 5 pages, double spaced, per assignment for an in-depth critical analysis, and 10-15 minutes for a presentation (per person if a group project). Do not say see attachment or syllabus, or your application may automatically be denied for being incomplete.

See Syllabus:

6% NATIVE ART/MUSIC RESEARCH PAPER C-2, C-3

5% NATIVE ART/MUSIC POWERPOINT C-2, C-3, C-4

"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.

6% NATIVE ART/MUSIC RESEARCH PAPER C-2, C-3

5% NATIVE ART/MUSIC POWERPOINT C-2, C-3, C-4

Students begin researching the following information:

"Choose one piece of native art or music. This can include pottery, baskets, masks, songs, dances, sand paintings, drawings, jewelry, cradleboards, rugs, etc. It must have been created by a native artist. It may be ancient or contemporary."

Students discuss the piece they chose with other students to answer questions and initiate further inquiry and research on the chosen topic.

The instructor gives feedback on student's initial choice and offers resources for additional research. Students give a first draft presentation to other students and instructor.

Students submit a final research paper and a final PowerPoint presentation to the class.

These opportunities for feedback are offered in class and online through Canvas.

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

[REL203.AIS213 \[L\]Course Competencies; Syllabus-Courseoutline.pdf](#)

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

[AIS213-REL203-Textbook Contents.The Sacred; Additional Course Readings.pdf](#)

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

[AIS213-REL203 -INDIGENOUS RELIGIONS WRITING ASSIGNMENTS.pdf](#)

Admin Only

Mandatory Review Implementation Needed

Form Submission - Proposer

Submitted for Approval | Proposer

Annapurna Ganesh - October 10, 2023 at 11:12 AM (America/Phoenix)

Department Approval

Approved

Annapurna Ganesh - October 10, 2023 at 11:13 AM (America/Phoenix)

Provost's Office Review

Approved

Kaitlyn Dorson - October 10, 2023 at 2:05 PM (America/Phoenix)

April Randall

Literacy and Critical Inquiry Mandatory Review

Acknowledgement Requested

Patricia Webb

Brent Scholar - October 23, 2023 at 10:42 AM (America/Phoenix)

Resubmit

Please review and resubmit after the assignments are updated to align with the criteria. The assignment indicated as substantive Native Art/Music Research Paper is not a substantive assignment at 750-1000 words per Criterion 4. The second assignment the corresponding PPT only indicates 15 slides and not at least a 10-min presentation which is necessary per Criterion 4. In addition, it is not new work, it is the same assignment as the paper just in a different form. Please review and update, marking only on the syllabus what we need to review as these assignments were not marked in their descriptions. Student submission examples of the assignments are not needed.

Emily Mertz

Ashli Morgan

General Studies Council Meeting

Waiting for Approval

Kaitlyn Dorson

April Randall

Proposer Notification

Notification

Annapurna Ganesh
