

## 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
Christopher Stojanowski	cstojano@asu.edu	4805299964
College/School	Department/School	
The College of Liberal Arts and Sciences (CLA)	School of Human Evolution & Social Change (CHUMEVOL)	

### Submission Information

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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

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Is this request for a permanent course or a topic?

Permanent Course

Subject Code	Course Number	Units/Credit Hours
ASB	302	3

#### Course Information

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

#### Course Title

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Ethnographic Field Study

#### Course Catalog Description

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Fieldwork study of cultural adaptation through ethnographic research methods and local culture. Taught in Latin America or other international locations.

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

#### "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.

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57.5% of the grade is based on a research portfolio (consisting of three writing components) (37.5%), a written reflection project (10%), and a final presentation (10%). see: "coursework"

Marked in syllabus in yellow; also note extended description of assignments at end of 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. 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.

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The research portfolio (Assignment 3) requires students to critically reflect on the ethnographic field research conducted throughout the course (Assignment 2). Students must take detailed notes during ethnographic interviews, maintain a field journal throughout the course, and then synthesize these materials into a final summary. These writings are based on first-hand data collection, focused on the interviewing process, and interpreting personal experience in terms of the broader literature on field methods.

Marked in Green In 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, 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.

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Assignment 2 (research portfolio) requires students to write interview notes and maintain a field journal throughout the course. While students may not write daily, these writings constitute a substantial amount of written work. In the writings, students must address aspects of the interview process (such as setting, participant characteristics, interview bias, etc), their own reflections and experiences, and how these relate to broader discussions in field methods.

Assignment 4 (written reflection) involves both a self-reflection of the research experience, but also requires students to relate that experience to the themes, methods, and debates that are raised throughout the course.

Assignment 5 (final presentation) requires students, working in their research pairs, to prepare a professional presentation that provides a background of the topic both globally and well as national or locally; outlines the research question and the theoretical or applied implications; the methods used to answer those question; the data collected; the preliminary results; and implications. Students must also address their own experiences and potential strengths and limitations of the research project. Presentations are given in front of community members. They should be 15 minutes with time for Q&A following.

Marked in blue in 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.

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Faculty meet with students individually and collectively throughout the course to discuss the progress of the research portfolio (Assignment 3). These conversations are intended to present questions and guide conversations that students incorporate into their writing.

Faculty meet with students at least one week prior to the final presentations to identify the topics and work through the content, roles, and aims of the presentation.

Marked in pink on syllabus

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

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[ASB 302 Syllabus L application R1.docx](#)

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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No Response

Admin Only

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Mandatory Review Implementation Needed

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Yes, implementation needed

## Form Submission - Proposer

Submitted for Approval | Proposer

Christopher Stojanowski - May 16, 2023 at 9:53 AM (America/Phoenix)

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## Department Approval

Approved

Christopher Stojanowski - May 16, 2023 at 9:53 AM (America/Phoenix)

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## Provost's Office Review

Approved

April Randall

Kaitlyn Dorson - September 1, 2023 at 4:04 PM (America/Phoenix)

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## Literacy and Critical Inquiry Mandatory Review

Acknowledgement Requested

Patricia Webb

Brent Scholar - September 25, 2023 at 11:50 AM (America/Phoenix)

Resubmit

Thank you for the submission of ASB302. The committee needs some clarifications on the criteria. Based on the information in the syllabus and assignment directions, 47.5% of the assignments appear to align with criterion 2. It is unclear how much writing (per criterion 3) is part of the presentation and how the writing component contributes to the final grade for the presentation. Per criterion 4, there does not appear to be two assignments of sustained in-depth engagement. Assignment 3 is a one page summary and Assignment 4 is based on reflection (please see criterion 3). Finally, per criterion 2, it is unclear how each student gathers, interprets, and evaluates evidence to prepare and present the presentation.

Emily Mertz

Ashli Morgan

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## General Studies Council Meeting

Waiting for Approval

Kaitlyn Dorson

April Randall

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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

Christopher Stojanowski

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