

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
Christopher Stojanowski	cstojano@asu.edu	4809659813

College/School	Department/School
The College of Liberal Arts and Sciences (CLA)	School of Human Evolution & Social Change (CHUMEVOL)

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?

Permanent Course

Subject Code	Course Number	Units/Credit Hours
ASB	322	3

Course Information

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

Course Title

Peoples of Latin America

Course Catalog Description

Indigenous, mestizo, and national cultures, rural and urban peoples in the region that today we call Latin America. Covers historic and contemporary events and cultures.

Is this a crosslisted course?

No

Is this course offered by another academic unit?

No

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

Provide detailed evidence of how this course meets this criterion.

Pre-reqs in catalog are ENG 101, 105, or 107 with C or better (OR . ENG 102 or 108); ASB 102 with C or better or minimum 45 hours 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.

See Assignments – 57 % of class is writing intensive, this includes Assignment 1, Assignment 2, and Final Reflection Speech.

Identify the submitted documentation that provides evidence.

Syllabus (page 2 &3)

How does this course meet the spirit of this criterion?

Assignment 1 and 2 are data driven assignments where students review/collect data, analyze and write it up. The reflection speech asks students to take all the information they learned and synthesize and reflect on how their viewpoints may have changed throughout the class.

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

Page 2 graded coursework and 3 - see highlight key at top of syllabus and assignment page

"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.

Describe the way(s) in which this criterion is addressed in the course design.

See attached syllabus and Assignments

Identify the submitted documentation that provides evidence.

Assignment document

How does this course meet the spirit of this criterion?

Assignment 1 and 2 include research, data gathering, comparing and contrasting and reflecting through the lessons we are learning in the class.

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

See detailed instructions highlighted in the Assignment Document – see highlight key at top of page

"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.

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

Provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements.

See attached Assignments document

Identify the submitted documentation that provides evidence.

Syllabus and Assignment page

How does this course meet the spirit of this criterion?

* Assignment 1 and Assignment 2 are both writing assignments of 2500-3000 words.

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

See highlighted text in syllabus and assignment page – key to highlight at top of pages.

"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.

See attached assignments document

Identify the submitted documentation that provides evidence.

Course schedule listed at the end of the syllabus

How does this course meet the spirit of this criterion?

Students turn in drafts of Assignment 1 and 2 for feedback.

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

See Course schedule towards the end of the syllabus.

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

[ASB 322 Syllabus -gen studies L.docx](#)

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

[ASB 322 Text - Sanabria ToC.pdf](#)

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

[ASB 322 Assignments \(for L\).docx](#)

Form Submission - Proposer

Submitted for Approval | Proposer

Christopher Stojanowski - February 17, 2023 at 12:34 PM (America/Phoenix)

Department Approval

Approved

Christopher Stojanowski - April 3, 2023 at 11:29 AM (America/Phoenix)

Provost's Office Review

Approved

April Randall - April 5, 2023 at 5:20 PM (America/Phoenix)

Literacy and Critical Inquiry Mandatory Review

Acknowledgement Requested

Patricia Webb

Brent Scholar - April 24, 2023 at 11:19 AM (America/Phoenix)

Resubmit

Assignment 2 (ethnography) is focused on sharing information on eating food versus gathering and interpreting evidence so it does not meet Criterion 3. There is also a discrepancy in the word count so please double check and update. The reflection speech, is not considered as literacy and any presentation has to be at least 10-minutes. No assignments for literacy can be on a Discussion Board. So this assignment does not meet Criterion 4. Overall, this course does not meet Criterion 2 50% with the described assignments not included.

Emily Mertz

Ashli Morgan

General Studies Council Meeting

Waiting for Approval

April Randall

Proposer Notification

Notification

Christopher Stojanowski
