

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
Rhian Stotts	rstotts@asu.edu	4809658573

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	443	3

Course Information

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

Course Title

Cross-Cultural Studies in Global Health

Course Catalog Description

Direct investigations of society, ecology, and health in international settings.

Is this a crosslisted course?

Identify all crosslisted courses.

Yes

SSH 403

Is this course offered by another academic unit?

No

Shared Departments/Schools

School of Human Evolution & Social Change (CHUMEVOL)

Statement of Support #1

Statement of Support #2

Statement of Support #3

No Response

No Response

No Response

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.

Between 50-70% of the grade is based exclusively upon writing assignments. The Written or Oral Field Assignment #3 is a group assignment which does have an individual written component, even when the assignment is primarily an oral presentation.

Final grades for the course are assigned on basis of the following:

- Pre-Departure Assignment (5%)
- Written Field Assignment #1 (20%)
- Written Field Assignment #2 (20%)
- Written or Oral Field Assignment #3 (20%)
- Written Reflection (10%)
- Oral Reflection (5%)
- Participation (20%)

For additional information, please see the sections Coursework (pages 2-3) and Example Assignments (page 8-10) in the attached 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.

The three field assignments require students to critically analyze and evaluate information relevant to course themes. For example, the Participant Observation assignment requires students to collect their own data via participant observation and to compare and contrast that data across two field sites. The blog post assignment requires students not merely to summarize the day's activities but to analyze our experiences in the light of course themes and readings and to critique popular understandings of French food versus on the ground experience. The Debate assignment requires students to research and collate arguments around a major debate topic and to present those arguments coherently.

"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.

Participant Observation Report

Length: 3,000-3,500 words (~10-12 pages, double spaced)

In cultural anthropology we often use ethnographic methods to understand the different elements of a culture. One of these is directly observing and documenting people as go about their daily lives. Food environments and food production are particularly visible elements in a given culture. For this project, students will conduct participant observation during a visit to a local market and to a local grocery store. The observation should take a couple of hours. Submissions include detailed, formalized notes of their observations and an in-depth comparison and analysis.

Blog Post and Peer Review

Length: 1,500-2,000 words (~5-6 pages, double-spaced)

Throughout the course of the program, each student is required to create one blog post and to peer-review another student's blog post. Each blog post will chronicle a full day of our trip, detailing our excursions and how they fit into our course themes. The blog post is not simply a journal entry. It is a critical analysis of our course content, challenging popular presentations of French food and culture to on the ground realities. To ensure that the blog posts are professional and contain information relevant to the wider student participants it is representing, each blog post will go through a peer review process before being posted publicly.

Debate

Length: 30 minutes (with 1-2 page written outline)

There are many controversial topics in the realm of food and health. One of the best ways in which to explore the diverse perspectives on such issues is to openly debate them and so, in this assignment, students will work in groups of 4 to research a topic related to food and health (a list of topics will be provided). Each group will then divide into two and present a debate in front of the rest of the class. Debates will include short opening statements, a round of Q&A, and short closing statements. Two days prior to the debate, each individual member is responsible for submitting a written outline of their research and planned arguments.

"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.

The Blog Post assignment is set up so that each day of our program, a different student is assigned to cover that day. Additionally, each student is randomly paired with a peer to review their post. This means that some students may complete their blog post early in the session while others will post late and that some students will complete their blog post before they complete a peer review and vice versa. In addition to the peer review, students may receive additional instructional feedback that they need to incorporate into their post before the assignment is approved. Evidence of effective utilization of the feedback is part of the assessment score.

The Participant Observation report is due at the end of the first week of the program. This is possible because trips to the markets are set up early in the program to allow students to build comfort in shopping in these places which is necessary for their stay. Feedback on these assignments is given by the instructional team. Students who receive below an A on the assignment are allowed to resubmit once.

The Debate assignment is a group assignment and primarily an oral presentation. Students learn about the Oxford-style debate format and are required to research in depth on their selected topic. Working in groups allows the students to receive peer feedback as their workshop their arguments. Additionally, each student is required to submit a written outline of their research and planned arguments at least two days before the debates. This allows for instructional team feedback prior to the debate.

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

[ASB 443 Syllabus - Mandatory Review - L .pdf](#)

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

No Response

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

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Rhian Stotts - April 5, 2023 at 3:20 PM (America/Phoenix)

Department Approval

Approved

Christopher Stojanowski - April 5, 2023 at 3:25 PM (America/Phoenix)

Provost's Office Review

Approved

April Randall - April 6, 2023 at 5:06 PM (America/Phoenix)

Literacy and Critical Inquiry Mandatory Review

Acknowledgement Requested

Patricia Webb

Brent Scholar - April 24, 2023 at 11:21 AM (America/Phoenix)

Resubmit

Does not meet criterion 2. The syllabus indicates that students have the option to complete a field assignment as an oral presentation, leaving 40% of the grade dedicated to writing. It is unclear how the written reflection assignment (worth 10%) reflects critical inquiry, extending beyond opinion and/or reflection per criterion 3. Please also clearly indicate that two of the field assignments are substantial (5-page paper or 10-15 minute presentation per student)

Emily Mertz

Ashli Morgan

General Studies Council Meeting

Waiting for Approval

April Randall

Proposer Notification

Notification

Rhian Stotts
