

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
Christy Adams	christy.adams@asu.edu	33171

College/School	Department/School
The College of Liberal Arts and Sciences (CLA)	School of Life Sciences (CLIFESCI)

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
BIO	304	3

Course Information

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

Course Title

Plants and Civilization

Course Catalog Description

Plants and plant products used by people throughout the world. Cultivation, processing, and uses in modern life (beverages, fibers, foods, medicinals, and perfumes).

Is this a crosslisted course? Identify all crosslisted courses.

Yes ENV 302, PLB 302

Is this course offered by another academic unit?

Yes

Shared Departments/Schools

College of Integrative Sciences and Arts (CBIS)
School of Mathematical and Natural Sciences (CMATNATSCI)

Statement of Support #1

[BIO 304 - Statement of Support - New College.pdf](#)

Statement of Support #2

[BIO 304 - Statement of Support - CISA.pdf](#)

Statement of Support #3

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.

This course has weekly assignments that are either writing or digital in nature. The supplementary documents attached with this submission include information about each assignment and the grading rubric.

"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 five assignments ask students to gather, interpret and evaluate evidence based on the topic of the weekly module. Details about the assignments are included with the supplementary documentation to provide evidence of critical inquiry.

"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.

The course has students complete weekly writing or digital assignments that provide students the opportunity for critical analysis. In recent years, faculty have adjusted some of the assignments to be more oral analysis by using video projects instead of writing assignments.

"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 writing assignments are spaced throughout the course modules and students are provided feedback that they can use in subsequent assignments. Supplemental documentation is included to provide examples of feedback from instructors that allow a student to do better on subsequent assignments.

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

[BIO 304 Plants and Civilization syllabus.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.

[BIO 304 Supplemental Documents for GS Review.pdf](#)

Admin Only

Mandatory Review Implementation Needed

Form Submission - Proposer

Submitted for Approval | Proposer

Christy Adams - April 13, 2023 at 3:58 PM (America/Phoenix)

Department Approval

Approved

Shelley Haydel - April 13, 2023 at 4:31 PM (America/Phoenix)

Provost's Office Review

Approved

April Randall - April 13, 2023 at 4:37 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

The assignments included in the course are all discussion boards, and per Criterion 4, discussion boards are not included as substantial literacy assignments. The presented assignments do not clearly demonstrate Criterion 3, gathering and interpreting evidence. It is also unclear as to what the length of each assignment is, so there is no evidence that there are 2 substantial writing or speaking assignments (with a minimum of 10-minutes for a presentation) per Criterion 4 as well. If you are resubmitting please make sure to provide the details clearly about what assignments are being used for Literacy, and the percentage of each assignment in the application and on the syllabus.

Emily Mertz

Ashli Morgan

General Studies Council Meeting

Waiting for Approval

April Randall

Proposer Notification

Notification

Christy Adams
