

General Studies Gold Request Form

Consult the [General Studies Request 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 sent to the Senate.

Submission Information

College/School	Department/School
New College of Interdisciplinary Arts and Sciences (CAS)	School of Humanities, Arts, and Cultural Studies (CHUMARTCLT)

Submission Type

New Request

Requested Effective Date

Fall 2025

ASU Request

Is this request for a permanent course or a topic?

Topic		
Subject Code	Course Number	Units/Credit Hours
ENG	110	3

Topic Information

If your request is approved:

- Topics on [omnibus courses](#) carry a designation for one semester (including summer). Please ensure you have requested the term you plan to offer/schedule the topic. Once expired, a new request must be submitted.
- Topics on **permanent courses** require mandatory review every five years.

Topic Title	List all other undergraduate courses where this topic exists and the sections will be combined in the schedule.
Imagine	

Topic Description

Examines how language helps to shape important issues and big questions in the world today. By studying the process of meaning-making in fiction, poetry, creative nonfiction, and film, students work toward understanding these issues more incisively and answering fundamental questions about humanity and its potential futures.

Has this topic been scheduled with a GS Gold designation? If so, list which semester(s), including past, current, and future terms.

No

Omnibus topics cannot hold a GS Gold designation for more than three semesters total.

If this topic has already been offered twice with a GS Gold designation, you must attach examples of student work in the next field confirming the measurement of all category learning outcomes. The proposal will not be reviewed without these files.

If this topic has been offered three times with a GS Gold designation, you must request a new permanent course, then request the General Studies designation under the permanent course number.

Student Work Examples

No Response

If this course or topic already carries a different General Studies Gold (not Maroon) designation than the one being requested, please check this box.

## General Studies Gold Designation Request

### Requested Designation

Humanities, Arts and Design (HUAD)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

[ENG 110 Approaching Big Problems Topic Imagine.pdf](#)

Humanities, Arts and Design (HUAD)

The humanities explore questions of human existence and meaning, the nature of thinking and knowing, and moral and aesthetic experience. Humanities reflect on values of all kinds and seek to make the human mind more analytical, contemplative, and expansive. They are often concerned with the study of textual and artistic practices of cultures, such as traditions in literature, philosophy, religion, ethics, history, and aesthetics; the humanities also explore human thought and action and its application to human environments. They deepen awareness of the breadth of human heritages, traditions, and histories; build literacy and critical thinking skills in evidence analysis and argumentation; and implicitly or explicitly promote the application of this knowledge to contemporary societies.

The study of arts and design deepens our awareness of human societies and cultures. The arts have as a primary purpose the creation and study of objects, installations, performances, and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces; their historical development; and their significance in society and culture. Disciplines in the arts and design often employ nonverbal modes of thought and communication, and courses in these areas tend to focus on sounds, objects, images, and structures and/or on the practical techniques and historical development of and innovation in artistic and design traditions.

Upon completion of a course in Humanities, Arts and Design, students will be able to complete all outcomes in one of the two following groups.

**Group 1:**

1. Analyze cultural creations or practices in historical or contemporary context.
2. Interpret the formal, aesthetic, and creative elements in literary, visual, or cultural texts.
3. Articulate relationships among tradition, innovation, individual creativity, and communal expression in cultural creations or practices.
4. Communicate narratives, ideas, or arguments using such elements as evidence, creativity, and critical thinking.

**Group 2:**

1. Analyze cultural, political, or social practices, texts, or discourses in historical or contemporary context.
2. Communicate coherent arguments or narratives using evidence drawn from qualitative or quantitative sources.
3. Identify perspectives or values as manifested in a given philosophical or religious framework or a given historical or cultural context.

Choose the appropriate group of HUAD learning outcomes for this course.

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Group 1

Most of the course content should align with the Gold category learning outcomes.

**Instructions:** In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. **Do not provide links to Canvas shells.**

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HUAD Learning Outcome 1 (Group 1): Analyze cultural creations or practices in historical or contemporary context.

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Weekly engagements, worth 30% of the final grade (see p. 3), specifically require students to engage historical and contemporary contextual materials assigned on the reading schedule. From the assignment description:

**"Weekly Engagement (30%):** You will participate in weekly check-in assignments, such as crafting questions, defining terms, or posting to YellowDig. *Students must reference historical and cultural contexts provided in the class lectures and/or draw upon items from the readings that specifically document historical contexts.* These assignments will be graded based on the level of engagement that they show with the ideas and artifacts being discussed" (emphasis added)

In addition, reading assignments pair literary works with sources that educate students on contemporaneous cultural/historical documents. See for example Modules 1, 2, 3, 4, and others.

HUAD Learning Outcome 2 (Group 1): Interpret the formal, aesthetic, and creative elements in literary, visual, or cultural texts.

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Reflective Reading assignment, worth 30% of grade (see syllabus p. 3), requires students to focus on formal literary elements in order to draw conclusions about the production of meaning. From the assignment description:

**"Reflective Reading (30%):** You will select one of the assigned texts for the course, from a list posted on Canvas, and analyze the use of language and/or image in the text. You will present your analysis in a paper of around 1,000 words in which you make an argument for how imagination functions in the text. You may wish to consider: *What structures and patterns are present in the language of the text? Which aesthetic and creative elements of the text are crucial to creating specific meanings and effects related to the imagination? Does the author / writer / speaker of the text seem to be using specific strategies to achieve certain effects and make specific points about imagining?* This assignment will be graded based on how well it identifies significant features of a text, uses appropriate techniques to analyze these features, and communicates the overall significance of this analysis to the reader. (emphasis added).

HUAD Learning Outcome 3 (Group 1): Articulate relationships among tradition, innovation, individual creativity, and communal expression in cultural creations or practices.

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Taken together, the Reflective Reading assignment and the Weekly Engagement require students to identify idiosyncratic formal and stylistic elements of individual texts (i.e. "innovation" and "individual creativity") and to place this within broader historical or contemporary cultural contexts (i.e., "tradition" and/or "communal expression"). Please see assignment descriptions above.

HUAD Learning Outcome 4 (Group 1): Communicate narratives, ideas, or arguments using such elements as evidence, creativity, and critical thinking.

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All course assignments emphasize the critical thinking necessary to draw inferences from literary texts and especially concerning the relationship between literary texts and the circumstances of their production. Class discussions will further this outcome while staging exchanges that are evidence-based. In addition, the following language from the Weekly Reading assignment makes clear that students will draw upon evidence:

**"Weekly Engagement (30%):** You will participate in weekly check-in assignments, such as crafting questions, defining terms, or posting to YellowDig. *Students must reference historical and cultural contexts provided in the class lectures and/or draw upon items from the readings that*

*specifically document historical contexts.* These assignments will be graded based on the level of engagement that they show with the ideas and artifacts being discussed" (emphasis added).

List all course-specific learning outcomes. Where appropriate, identify the associated HUAD learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with a HUAD learning outcome.

- Explain how literary, artistic, and media practices engage important questions and issues around imagining and the imagination. (HUAD 1, 2, 3)
- Recognize the importance of the study of English to understanding meaning making and learning how to recognize, analyze, and answer big issues in the world today. (HUAD 3, 4)
- Differentiate among the possible approaches to a shared problem or big question, and apply one or more of these approaches to some aspect of this shared problem or big question (HUAD 2, 4)
- Write and create engaging and professional texts for a broad audience (HUAD 4)

Provost Use Only

Backmapped Maroon Approval

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Christopher Hanlon - January 6, 2025 at 6:43 PM (America/Phoenix)

Department Approval

Approved

Morgan Johnson  
James Corbeille - January 13, 2025 at 11:42 AM (America/Phoenix)

GSC Coordinator Review

Sent Back

TJ Robedeau - January 14, 2025 at 8:31 AM (America/Phoenix)

Please include in the syllabus the GS Gold Syllabus Statements exactly and with no changes made, "This course fulfills...". The GS Gold Syllabus Statements can be found at the following website: <https://docs.google.com/document/d/1JrFD2qKryUpvc0wvj4C2N8i0lqoQKY4XRmFOgkNnyF0/edit?tab=t.0>. Thank you!

April Randall

Form Submission - Proposer

Submitted for Approval | Proposer

Christopher Hanlon - January 15, 2025 at 8:08 AM (America/Phoenix)

Department Approval

Approved

Morgan Johnson  
James Corbeille - January 15, 2025 at 8:47 AM (America/Phoenix)

GSC Coordinator Review

Approved

TJ Robedeau - January 15, 2025 at 9:50 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - January 15, 2025 at 10:36 AM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

TJ Robedeau - January 15, 2025 at 10:44 AM (America/Phoenix)

April Randall

Humanities, Arts and Design (HUAD) Subcommittee

Acknowledgement Requested

William Hedberg

Megan Todd

Jessica Sturgess - January 29, 2025 at 11:01 AM (America/Phoenix)

We recommend revise and resubmit. The committee finds the weekly engagement assignment is being utilized too frequently to meet all of the LOs. We would like to see how additional assignments (perhaps the collage assignment) is meeting the GS learning outcomes.

Catherine Saucier

General Studies Council Meeting

Waiting for Approval

TJ Robedeau

April Randall

Registrar Notification

Notification

Courses Implementation

Implementation

Approval

Rebecca Flores  
Lauren Bates  
Alisha Von Kampen

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## Proposer Notification

Notification

Christopher Hanlon

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## College Notification

Notification

James Corbeille  
Morgan Johnson

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## DARS Notification

Notification

Leticia Mayer  
Peggy Boivin

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## EdPlus Notification

Notification

Sarah Shipp  
Bronson Cudgel

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