

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
Vanessa Fonseca-Chávez	vfonseca@asu.edu	(480) 727-3881

College/School	Department/School
College of Integrative Sciences and Arts (CLS)	College of Integrative Sciences and Arts (CBIS)

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
ENG	200	3

Course Information

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

Course Title

Critical Reading and Writing About Literature

Course Catalog Description

introduces the terminology, methods, and objectives of the study of literature, with practice in interpretation and evaluation

Is this a crosslisted course?

No

Is this course offered by another academic unit?

Yes

Department/School

Department of English (CENGLISH)
School of Humanities, Arts, and Cultural Studies (CHUMARTCLT)

Statement of Support #1

[CLASsupport_CISA_Englishofferings_GenStudies \(1\).pdf](#)

Statement of Support #2

[SHARCSsupport_CISA_Englishofferings_GenStudies.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

Identify the submitted documentation that provides evidence.

Screenshot from ASU Course Catalog

Provide detailed evidence of how this course meets this criterion.

This requirement is stated in the ASU Course Catalog Search for all three colleges offering this course.

"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.

Assignments:

Online Discussion: 20% of Course Grade

A new Canvas Discussion Question will be posted every Wednesday.

Your response will be due by class the following Wednesday. Your reply to other students' postings will be due the following Friday at midnight (i.e. 9 days after the question posts, 3 days after responses are posted).

The discussion questions will be based on the readings for the week. The rubric by which Canvas discussions are evaluated is posted in the Grading Rubrics section of the site.

Each week you are responsible for two postings to the group discussion.

- The first is a response to one of the texts under discussion that week. This response should be 250 words in length. These responses are due before class Wednesday.

- The second is a reply to one of the responses posted by other students in the group. This response should be 100 words in length.

These replies are due each Friday night at midnight.

You are welcome, and encouraged, to post additional responses beyond the two required.

Canvas discussions are intended to be exploratory and conversational. As the Rubric makes clear, you are evaluated on your engaged participation and your willingness to explore ideas, not on whether your ideas are "right," or whether I agree with your point of view. Opinions are welcome, but should be supported with reasoned argument. Say why you feel the way you do about an issue.

3

Although the tone of Canvas discussions can be informal, responses should be written in complete sentences and structured in paragraphs.

Feel free to disagree with people and offer a contrary position, but always do so respectfully and politely. All online communication for the course should

conform to the Core Rules of Netiquette developed by Virginia Shea, available at

<http://www.albion.com/netiquette/corerules.html>. The most basic principle is never to say anything in an online setting that you would not say in an actual classroom, face to face with your instructor and fellow students.

Identify the submitted documentation that provides evidence.

Syllabus - page 3 (Assignments) and Syllabus - page 4 (Grade Distribution)

How does this course meet the spirit of this criterion?

The course numerically meets the 50% writing criteria and integrates writing within a critical analysis, asking students to expand upon different genres of literature (poetry, short fiction, and drama) and make connections between different writers of each genre as it pertains to social and cultural values and contexts.

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

The course is crafted to focus on writing almost in its entirety (discussion posts, in class test, papers) However, the 2-3 page paper (worth 10%) and two 5-7 page papers (worth 40%) intentionally consider C2 as it pertains to the L requirement.

"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.

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Syllabus - pages 1 and 2 (Course overview and objectives)

How does this course meet the spirit of this criterion?

Beyond the course overview and objectives, course assignments (essays) are structured in a way that asks students to choose a work of literature, and to discuss how the form communicates in particular ways. The assignments are graded on ability to write and analyze literature and are expected to follow MLA guidelines - the standard citation format for literature.

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

The syllabus addresses on a larger scale that critical inquiry (beyond opinion) is required of students. This is most evident on pages 1-2 of the syllabus (course overview and objectives). Additionally this is evident in the attached documents for the essay assignment and the rubric.

"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.

Assignments:

Online Discussion: 20% of Course Grade

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Identify the submitted documentation that provides evidence.

Syllabus and Essay Outlines

How does this course meet the spirit of this criterion?

There are two essay assignments of 5-7 pages in length asking students to engage with the reading materials, provide evidence and to adhere to the standards of MLA format in content and structure.

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

Syllabus - page 3, outlines the requirements for the two 5-7 page essays that are a part of this course. Each requires that they be formal academic papers that focus on format and documentation per MLA guidelines.

"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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Syllabus

How does this course meet the spirit of this criterion?

Of the three writing assignments (one is 2-3 pages, and two are 5-7 pages), the students are given the opportunity to resubmit their papers in response to instructors comments. This allows students to improve their writing in advance of the final writing assignment by understanding common errors in academic writing.

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

Syllabus - page 3 - states the following “the first two essays may be revised and submitted in response to instructors’ comments.”

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

[ENG_200_Syllabus_LDesignation_Annotated.pdf](#)

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

[ENG_200_NortonAnthology_TableofContents_ForLDesignation \(1\).pdf](#)

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

[BINDER3.pdf](#)

Form Submission - Proposer

Submitted for Approval | Proposer

Kirbi Dorozinsky - February 14, 2023 at 1:10 PM (America/Phoenix)

Department Approval

Approved

Trisha Eardley

Manuel Aviles-Santiago - February 15, 2023 at 9:04 AM (America/Phoenix)

Cynthia Rose

Christina Villa

Rachel Diepenbrock

Provost's Office Review

Approved

April Randall

Joni Lochtefeld - February 15, 2023 at 4:23 PM (America/Phoenix)

Literacy and Critical Inquiry Mandatory Review

Acknowledgement Requested

Patricia Webb

Brent Scholar - February 27, 2023 at 12:48 PM (America/Phoenix)

Resubmit: Discussion Board Assignments do not count toward Literacy so please do not include them. Please provide additional evidence how the Short 2-3 page paper and the two 5-7 page papers meet Criterion 3 through assignment descriptions.

Emily Mertz

General Studies Council Meeting

Waiting for Approval

April Randall

Joni Lochtefeld

Proposer Notification

Notification

Kirbi Dorozinsky
