General Studies Request Form

Consult the General Studies Request Overview and 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 reviewed by the Senate.

Proposal Contact Information

Submitter Name	Submitter Email	Submitter Phone Number
Shillana Sanchez	shillana.sanchez@asu.edu	602-496-2435

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

Submission Information

Type of submission:

Mandatory Review (Course or topic 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	301	3

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

Course Title

Writing for the Professions

Course Catalog Description

Advanced practice in writing and editing expository prose. Primarily for preprofessional majors.

Is this a crosslisted course?

No

Is this course offered by another academic unit?
_____

Yes

Shared Departments/Schools
_____

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

Statement of Support #1	Statement of Support #2	Statement of Support #3
[SHARCSsupport_CISA_Eng-lishofferings_GenStudies (1).pdf](#)	[CLASsupport_CISA_Englishof-ferings_GenStudies (2).pdf](#)	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 Kuali 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.

Assignments:

I. 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.

II. Each week you are responsible for two postings to the group discussion.
  a. 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.
  b. 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.
  c. 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.

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.

"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.

I. Writing Project 1: The Informal Report
The goal of the informal report is to develop a better understanding of professional discourse within your future (or current) profession. After conducting primary and secondary research on considerations for writing in your chosen career field, you will present your findings by means of an informal report, which will take the form of a memo. A status report detailing your progress on the project will be due a week before the writing project must be turned in. Specific details about project requirements, including primary and secondary research, can be found on the WP1 assignment sheet in the course modules.

II. Writing Project 2: Digital Environment Packet
In order to further explore the forms of writing pertinent to your field, you will create a packet with samples of writing, tailored for your specific professional discourse community, for three specific digital platforms: email, Twitter/Instagram, and LinkedIn. In addition to your samples of writing for each digital platform, you will also need to compose a brief essay (500-750 words) in proper APA or MLA format that explains the choices you made in composing your documents. A status report detailing your progress on the project will be due a week before the writing project must be turned in. Specific details about project requirements, including primary and secondary research, can be found on the WP2 assignment sheet in the course modules.

III. Writing Project 3: Professional Documents
The goal of the final writing project is to develop professional documents (a cover letter and a resume) that can serve you in your professional life. More specifically, you will develop a packet of professional documents that includes the following: a copy of a current job advertisement in your

chosen career field, a cover letter, a resume, and a brief essay (500-750 words) in proper APA or MLA format in which you explain the choices you made in composing your documents. A status report detailing your progress on the project will be due a week before the writing project must be turned in. Specific details about project requirements, including primary and secondary research, can be found on the WP3 assignment sheet in the course modules.

"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.

Writing Projects 1-3 include in-depth research and engagement of professional discourse in a chosen professional field or area of study. The Writing Projects require a status report prior to the final submission that details the student's research progress, research limitations, and resources for the final project.

"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 assignments are sequenced throughout the 7 modules of the online course in a way that allows for feedback before, during, and after the composition of the formal reports. Each Writing Project is produced after two weeks of the course, during which students submit a "Status Report" on their projects and receive feedback.

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

ENG 301 Syllabus and Support Information REV (1).pdf

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

TOC ENG 301 (1).pdf

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

[Binder1ENG301 (1).pdf](Binder1ENG301%20(1).pdf)

Admin Only

Mandatory Review Implementation Needed

Yes, implementation needed

Form Submission - Proposer

Submitted for Approval | Proposer

Rachel Diepenbrock - July 6, 2023 at 11:23 AM (America/Phoenix)

Department Approval

Approved

Trisha Eardley

Manuel Aviles-Santiago - July 6, 2023 at 11:42 AM (America/Phoenix)

Cynthia Rose

Christina Villa

Rachel Diepenbrock

Kielii Lilavois

Provost's Office Review

Sent Back

April Randall

Kaitlyn Dorson - July 24, 2023 at 5:25 PM (America/Phoenix)

Please correct the Shared Departments fields to the other units that this course is shared with, not your current unit. Please also attach your current syllabus at the bottom instead of links to Google Drive.

Form Submission - Proposer

Submitted for Approval | Proposer

Rachel Diepenbrock - August 4, 2023 at 8:31 AM (America/Phoenix)

Department Approval

Approved

Trisha Eardley - August 17, 2023 at 12:13 PM (America/Phoenix)

Manuel Aviles-Santiago

Cynthia Rose

Christina Villa

Rachel Diepenbrock

Kielii Lilavois

Provost's Office Review

Sent Back

Kaitlyn Dorson - August 17, 2023 at 12:28 PM (America/Phoenix)

As stated previously, a PDF of the actual syllabus needs to be inserted in this form, not the link to Google Drive or the link to the PDF version of this form. Please correct and resubmit.

April Randall

Form Submission - Proposer

Submitted for Approval | Proposer

Rachel Diepenbrock - August 23, 2023 at 4:19 PM (America/Phoenix)

Department Approval

Approved

Alexis McCann

Leah Capps

Trisha Eardley

Manuel Aviles-Santiago - August 24, 2023 at 10:35 AM (America/Phoenix)

Cynthia Rose

Christina Villa

Rachel Diepenbrock

Kielii Lilavois

Provost's Office Review

Approved

Kaitlyn Dorson - September 1, 2023 at 11:34 AM (America/Phoenix)

April Randall

Literacy and Critical Inquiry Mandatory Review

Acknowledgement Requested

Patricia Webb

Brent Scholar - September 25, 2023 at 11:56 AM (America/Phoenix)

Resubmit
Thank you for your submission. The application and syllabus needs to be updated to align with each other. Information is presented in Kuali (i.e. Discussion Board information for Criterion 2), does not demonstrate the 50% writing requirement. This requirement may be satisfied with the three writing assignments (WA). However, WA 1 does not provide a length (Criterion 4), while WA 3 as described is reflective, which does not meet Criterion 3.

Emily Mertz

Ashli Morgan

General Studies Council Meeting

Waiting for Approval

Kaitlyn Dorson

April Randall

Registrar Notification

Notification

Courses Implementation

Implementation

Approval

Rebecca Klein

Lauren Bates

Alisha Von Kampen

Proposer Notification

Notification

Rachel Diepenbrock