

## General Studies Request Form

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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

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Submitter Name	Submitter Email	Submitter Phone Number
Kendra Bloodworth	kbloodwo@asu.edu	480-965-3853

College/School	Department/School
The College of Liberal Arts and Sciences (CLA)	Department of English (CENGLISH)

### Submission Information

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Type of submission:

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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

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Is this request for a permanent course or a topic?

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Permanent Course

Subject Code	Course Number	Units/Credit Hours
ENG	302	3

#### Course Information

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

Course Title

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Business Writing

Course Catalog Description

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Advanced interdisciplinary writing course designed to improve the workplace writing competence of W. P. Carey School of Business professional and preprofessional students. Lecture, discussion, case studies, cooperative learning, interactive, Internet, student presentations.

Is this a crosslisted course?

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No

Is this course offered by another academic unit?

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Yes

Department/School

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School of Humanities, Arts, and Cultural Studies (CHUMARTCLT)

Statement of Support #1

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[Support Gen Ed refresh.pdf](#)

Statement of Support #2

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No Response

Statement of Support #3

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No Response

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General Studies

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Requested Designation

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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]

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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.

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Yes

Identify the submitted documentation that provides evidence.

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ENG 302 Syllabus and ENG 302 Course Development Guide

Provide detailed evidence of how this course meets this criterion.

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ENG 302: Business Writing is an advanced, interdisciplinary writing course designed to improve the workplace writing competence. This course equips W.P Carey School of Business professional and Pre-professional students with the knowledge of selected discourse used in professional business situations. This helps to expose students to the different types of writing they will come across in their professional careers.

"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.

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There are 4 major writing projects in this course: Project 1, Memo (15%), project 2, Operational Report (25%), Project 3, Job Materials/Professional Branding (15%), and Project 4, Job Materials/Professional Branding (15%). Each project also requires a reflection, all of which are counted as 10% of the grade. Projects 1-4 make up 70% of the grade. In addition Homework and participation is counted at 20%.

Identify the submitted documentation that provides evidence.

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ENG 302 Syllabus

How does this course meet the spirit of this criterion?

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Students are expected to produce written assignments of different types of selected discourse that is employed in professional business situations. These written assignments aid in students' preparation to encounter different types of writing in a professional setting.

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

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Pages 6,7,11, and 12 on the 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.

Describe the way(s) in which this criterion is addressed in the course design.

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Assignments require students to incorporate research, invention, writing, revision, and editing. Students are also expected to present purpose-specific business composition using a professional writing style

that exhibits critical analysis while using primary and secondary research to support information relevant to the topic.

Identify the submitted documentation that provides evidence.

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ENG 302 Syllabus

How does this course meet the spirit of this criterion?

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Using different genres of professional discourse, students are expected to complete 2 substantial projects using critical analysis and supporting their arguments using library based research. In addition, the research must be documented.

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

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Pages 11 and 12 on the Syllabus.

"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.

Provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements.

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Project 1: Students create a proposal with APA citations based on a specific subject. They must illustrate how they support the topic in their proposal using critical analysis, recommendations, and observations. This proposal must be supported with credible researched resources. The proposal must also include a works cited page.

Project 2: Students create a report with visuals and footnote citations that provide critically analyzed recommendations based on a subject/topic. The report must include library based research source support. The report should also integrate appropriate visuals with rhetorical text.

Identify the submitted documentation that provides evidence.

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ENG 302 Syllabus

How does this course meet the spirit of this criterion?

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Students are required to produce two substantial writing assignments with in-depth critical analysis using outside sources for support.

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

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Pages 11 and 12 on the syllabus.

"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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Students receive and give Peer Feedback on the four major projects. Students are also required to submit their project drafts as well as do revisions in class. Three major projects are graded within two weeks of submission. While the instructor has office hours for consultation, revisions take place during class and the instructor encourages students to utilize the Writing Center.

Identify the submitted documentation that provides evidence.

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ENG 302 Syllabus

How does this course meet the spirit of this criterion?

---

Students receive and give Peer Feedback on the four major projects. Students are also required to submit their project drafts as well as do revisions in class. Three major projects are graded within two weeks of submission. While the instructor has office hours for consultation, revisions take place during class and the instructor encourages students to utilize the Writing Center.

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

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Pages 4,7, and 12 on the Syllabus.

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

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[GS APPLICATION SYLLABUS .docx](#)

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

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No Response

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

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[302 course development guide .pdf](#)

## Form Submission - Proposer

Submitted for Approval | Proposer

Kendra Bloodworth - January 27, 2023 at 12:05 PM (America/Phoenix)

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## Department Approval

Sent Back

Aya Matsuda - January 27, 2023 at 1:22 PM (America/Phoenix)

Please change the name of another academic unit that can offer this course from "Dean, New College of Interdisciplinary Arts and Sciences (CASDN)" to "School of Humanities, Arts, and Cultural Studies (CHUMARTCLT)"

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## Form Submission - Proposer

Submitted for Approval | Proposer

Kendra Bloodworth - January 27, 2023 at 2:55 PM (America/Phoenix)

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## Department Approval

Approved

Aya Matsuda - January 27, 2023 at 3:55 PM (America/Phoenix)

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## Provost's Office Review

Approved

April Randall

Joni Lochtefeld - February 13, 2023 at 3:47 PM (America/Phoenix)

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## Literacy and Critical Inquiry Mandatory Review

Acknowledgement Requested

Patricia Webb

Brent Scholar - February 27, 2023 at 12:49 PM (America/Phoenix)

Resubmit: Project 3 and 4 do not clearly meet criterion 3 please resubmit with additional evidence.

Emily Mertz

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## General Studies Council Meeting

Waiting for Approval

April Randall

Joni Lochtefeld

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## Proposer Notification

Notification

Kendra Bloodworth

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