

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
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Mary Beth Hollmann	mhollman@asu.edu	602-543-5731
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College/School	Department/School
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The College of Liberal Arts and Sciences (CLA)	Department of English (CENGLISH)
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Submission Information

Type of submission:

New Request (Course or topic does not currently hold this designation)

Requested Effective Date

Fall 2024

ASU Request

Is this request for a permanent course or a topic?

Topic

Subject Code	Course Number	Units/Credit Hours
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ENG	332	3
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Topic Information

If your request is approved:

1. Topics on **omnibus courses** only carry designations for three consecutive semesters (excluding summer), *whether or not they are scheduled*. Once expired, a new request must be submitted.
2. Topics on **permanent courses** require mandatory review every five years.

Topic Title

No Place Like Home: Trauma and Asian American Lit

Topic Description

In this course, we investigate the ways in which Asian American characters and personages explore the notion of "home". We will consider the possibility that there really is "no place like home" for various Asian American subjects. This course offers a more introductory approach to the reading of Asian American literature through psychoanalytic theories and trauma theories. Hence, we will be thinking about how to extend psychoanalytic and trauma theories brought forth by Sigmund Freud, Anne Anlin Cheng, David Eng, Cathy Caruth, Judith Lewis Herman, among others to think about questions of "home" in Asian American literature.

If this topic exists on any other courses and the sections will be combined in the schedule, please list those courses here.

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.

Paper 1 □□□20%

Students will select a theme from a primary text of their choosing and write a 5-page paper analyzing a thematic keyword as it occurs throughout the text. This paper will require analysis (close reading) of passages from their primary text.

Paper 2 □□ 30%

Students will have three paper prompt choices to choose from, and be required to write a 5-6 page paper responding to their chosen prompt. All prompt choices require analysis and synthesis of passages from the primary texts and outside sources to support an argument.

"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.

Paper 1 20%

This paper asks students to evaluate a thematic keyword learned from a secondary. They will need to understand the theory behind the keyword and place it in conversation with the literature of their choice. This requires analysis and evaluation of the literature and a synthesis of both the literature and the keyword. They will gather evidence from the literature to illustrate how the thematic keyword and thus the theory of trauma is expressed in the text.

Paper 2 30%

This paper asks students to analyze, synthesize, and interpret literature alongside what they have learned from secondary sources on trauma theory. They will be required to produce their own supporting evidence by doing research and incorporating an outside source into their paper.

"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.

Paper 1 20%

Select one of the following texts and write a 5-page paper analyzing one of the thematic keywords associated with that reading. Your paper will need to include close readings of several passages to illustrate the significance of your keyword within the text. Given that these keywords draw on our secondary readings, you will need to draw on these terms' meanings and concepts as they are defined in the secondary readings. You are welcome to cite the secondary readings, but it will not be necessary given the short nature of the paper. Your focus should be on analyzing and synthesizing the thematic keyword within the context of your selected primary text.

Paper 2 30%

Select one of the prompts below and write a 5-6 page paper that responds to the prompt.

Prompt 1

Select one of the primary texts below and one of the secondary readings on trauma theory we have read thus far, and write a 5-6 page paper discussing racial trauma as it emerges in the primary text. You're welcome to use thematic keywords associated with the primary text to focus your argument. An additional requirement for this paper is to do research and incorporate 1-2 articles into your paper.

Prompt 2

For this paper, write a 5-6 page paper discussing a racialized experience from a primary text of your choosing from the list below. You will need to conduct research to incorporate two outside sources

to support your argument. Your paper will need to include close readings of passages from your primary text.

Prompt 3

For this paper, you will consider the significance of genre to the expression of a thematic keyword of your choosing. Select one of the primary texts we've read thus far, and discuss the intersection of the text's genre and a thematic keyword associated with the text. You will need to include 1-2 outside sources to support your argument.

"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.

Paper 1 will be due approximately 3-4 weeks after the start of the quarter. Students will participate in class discussion and Canvas responses that will help them develop ideas for their papers. One participation assignment on Canvas will require students to select a prompt and write a brief paragraph about their ideas for the paper prompt. Students will then be required to respond to a classmate's post to provide feedback or suggestions to the paragraph. Instructor will provide brief feedback on whether their ideas respond to the prompt adequately. Feedback may also include suggestions from the literature. One the final draft has been submitted, students will receive feedback through Canvas prior to the due date of Paper 2. Students whose papers perform poorly will receive an email recommending that they meet with the instructor during office hours. An option to revise the paper will be provided.

Paper 2 will be due 3-4 weeks following the due date of the first paper. Students who underperformed on the first paper will be reminded to meet with the instructor to discuss their paper in advance of the due date to make sure students understand the assignment and have a guided path to responding the prompt. The second paper will require a Canvas discussion post where students will briefly explain their ideas for their second paper. Students will then respond to a classmate's post with feedback or suggestions about their ideas. This will provide students an opportunity to give one another feedback on their ideas, while also teaching students the variety of ways one can respond to a prompt. A second Canvas discussion post will require students to post a brief close reading of a passage they will use to illustrate support for their paper's argument. Students will then be required to respond to a peer's post and provide feedback or suggestions. Instructor will similarly review close readings and provide brief feedback. Final drafts will receive feedback via Canvas prior to the due date of the final project.

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

[L - ENG 332 - Trauma in Asian American Literature - Galarrita M.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.

[ENG 332 - Trauma in Asian American Literature Articles.pdf](#)

Admin Only

Mandatory Review Implementation Needed

Form Submission - Proposer

Submitted for Approval | Proposer

Mary Beth Hollmann - June 2, 2023 at 2:22 PM (America/Phoenix)

Department Approval

Approved

Aya Matsuda - June 2, 2023 at 4:22 PM (America/Phoenix)

Provost's Office Review

Approved

April Randall

Kaitlyn Dorson - September 1, 2023 at 5:08 PM (America/Phoenix)

Literacy and Critical Inquiry Committee Review

Acknowledgement Requested

Patricia Webb

Brent Scholar - September 25, 2023 at 11:51 AM (America/Phoenix)

Resubmit

Thank you for your submission. The assignments overall meet the criteria. What does not is not requiring the citing of the secondary source in the first essay. This is not in alignment with the requirement of critical inquiry which requires the citing of sources (Criterion 3) to avoid an Academic Integrity violation.

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

Mary Beth Hollmann

Topic Notification

Notification

Leticia Mayer

Peggy Boivin
