

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 |
|--------------------|------------------|------------------------|
| Mary Beth Hollmann | mhollman@asu.edu | 602-543-5731 |

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

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 | 360 | 3 |

Course Information

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

Course Title

Western American Literature

Course Catalog Description

Critical examination of ideas and traditions of the literature of the western United States, including the novel.

Is this a crosslisted course?

No

Is this course offered by another academic unit?

Yes

Department/School

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

Statement of Support #1

[College General Studies Mandatory Review - NC Support Letter 2022.pdf](#)

Statement of Support #2

No Response

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.

Syllabus and sample assignment.

Provide detailed evidence of how this course meets this criterion.

Class requires students to engage critically with the ideas and traditions of the literature of the western United States, including the novel, and academic criticism. Students do this through classroom discussion and written assignments.

"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.

Participation is 10% of the total mark. There are three written assignments weighted at 30% each for 90% of the total grade.

Identify the submitted documentation that provides evidence.

Syllabus and sample assignment.

How does this course meet the spirit of this criterion?

The assignments require the students to engage critically with the ideas and traditions of the literature of the western United States, including the novel, as well as academic criticism in extended pieces of writing.

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

Pages 2 of the syllabus and the assignments (see attached sample).

"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.

Assignments require students to construct arguments about the literature of the western United States supported by evidence gathered, interpreted and evaluated by them. Any opinions or reflections must be supported by the evidence gathered and should show evidence of critical reflection.

Identify the submitted documentation that provides evidence.

Syllabus and sample assignment.

How does this course meet the spirit of this criterion?

The assignments require the students to engage critically with the literature of the western United States and academic criticism in extended pieces of writing, which must demonstrate evidence gathering and critical thought.

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

Pages 2-4 of the syllabus and the assignments (see attached sample).

"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.

Students must complete three substantial written assignments of at least 1,500 words that include the work(s) studied in class and outside critical sources. Students choose a topic (approved by instructor), and use either interpretive analysis, comparison/contrast, explication, or any combination to explore their topic and arrive at a thesis. Student topics are expected to show relevance to one or several of the contexts listed in the course.

Identify the submitted documentation that provides evidence.

Syllabus and sample assignment.

How does this course meet the spirit of this criterion?

The assignments require the students to engage critically with the literature of the western United States and academic criticism in three formal papers, which must demonstrate evidence gathering and critical thought.

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

Pages 2-4 of the syllabus and the assignment (see attached sample).

"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.

Students complete the first assignment after the first five weeks of class. It is graded and returned before the second is due. The second assignment is graded and returned before the third is due. Students have the option to discuss and receive feedback from the first two papers.

Identify the submitted documentation that provides evidence.

Syllabus and assignments.

How does this course meet the spirit of this criterion?

Students complete the first assignment during the taught part of the course. It is graded and returned before the second is due. Students have the option to discuss and receive feedback from both formal papers and the results of their midterm exam.

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

Pages 2-4 of the syllabus and assignments (see attached sample).

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

[L - ENG 360 Western American Literature - Ellis L - SP 22.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 360 - Sample Paper Assignment.pdf](#)

Form Submission - Proposer

Submitted for Approval | Proposer

Mary Beth Hollmann - January 26, 2023 at 12:25 PM (America/Phoenix)

Department Approval

Approved

Aya Matsuda - January 26, 2023 at 12:44 PM (America/Phoenix)

Syllabus in Kuali is being updated.

Provost's Office Review

Approved

April Randall

Joni Lochtefeld - February 13, 2023 at 3:44 PM (America/Phoenix)

Literacy and Critical Inquiry Mandatory Review

Acknowledgement Requested

Patricia Webb

Brent Scholar - February 27, 2023 at 12:52 PM (America/Phoenix)

Resubmit: Assignments do not meet criterion 4.

Emily Mertz

General Studies Council Meeting

Waiting for Approval

April Randall

Joni Lochtefeld

Proposer Notification

Notification

Mary Beth Hollmann
