

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?

Topic

Subject Code	Course Number	Units/Credit Hours
ENG	367	3

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

Environmental Issues in Literature

Topic Description

In this course, we will explore literature and films that make visible the connections between colonization, structural inequities, racism, and speciesism as it contributes to social inequities, biodiversity loss and accelerating environmental changes like rising seas, extreme hurricanes, and devastating fires. We'll delve into modern and contemporary American novels, including Zora Neale Hurston's *Their Eyes Were Watching God* (1937), Octavia Butler's *Parable of The Sower* (1993) and Linda Hogan's *Solar Storms* (1993). How did these brilliant writers anticipate the extreme hurricanes and raging fires that, today, we associate with

climate change? We will also ask, how did these novels, written between the 1930s and 1990s, anticipate the emerging genres we are calling, today, “climate fiction,” or “cli-fi,” and “literary futurisms”? These discussions will illuminate the ways *Their Eyes were Watching God* and *Parable of the Sower* powerfully anticipate African Futurisms being represented in recent films like *Black Panther* (2018) and *Wakanda Forever* (2022). *Solar Storms* will give us insight into nonhuman intelligences and multi-species relationships, common in indigenous storytelling. We will discuss, critically, how multi-species relationships and intelligences are being (imperfectly) represented in blockbuster films like James Cameron’s *Avatar* (2009) and *Avatar: The Way of the Water* (1922).

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

Identify the submitted documentation that provides evidence.

Syllabus.

Provide detailed evidence of how this course meets this criterion.

Students interpret and analyze a range of literary and critical texts and film that explore place-based foodways and their impacts on both local, regional, and planetary processes, how human perceptions of human-nature relationship are shaped by inherited cultural, literary, regional and/or spiritual beliefs/cosmovisions and genres, and the power of literary works to influence policy changes and change human behavior in the era of climate crisis.☒

"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.

Eighty percent (80%) of this course is based on writing assignments (4 short assignments, 1 long essay), in class discussion of reading responses to each week's reading, in-class writing workshops on first drafts, and instructor feedback that flows into the final longer essay. Small group oral presentations are included because each student gathers, interprets, and evaluated evidence for a literary reading of an assigned text or film. The oral presentation is the result of co-developed presentation of this work.

Identify the submitted documentation that provides evidence.

Syllabus and sample assignments.

How does this course meet the spirit of this criterion?

Eighty percent (80%) of this course is based on writing assignments (4 short assignments, 1 long essay), in class discussion of reading responses to each week's reading, in-class writing workshops on first drafts, and instructor feedback that flows into the final longer essay. Small group oral presentations are included because each student gathers, interprets, and evaluated evidence for a literary reading of an assigned text or film. The oral presentation is the result of co-developed presentation of this work.

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

Syllabus pages 5 -7 and attached sample assignments.

"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.

The directions for each assignment involve gathering quotes from both the literature and assigned texts, to “prove” the student's argument about how a passage, chapter, theme, etc. in a novel or film exemplifies characteristics of ecological/environmental literature or film and exemplifies an arguable environmental thesis or argument. There is literary analysis with emphasis on ecocriticism. Analysis is an expectation of every writing assignment.

Identify the submitted documentation that provides evidence.

Syllabus and sample assignments.

How does this course meet the spirit of this criterion?

The directions for each assignment involve gathering quotes from both the literature and assigned texts, to “prove” the student's argument about how a passage, chapter, theme, etc. in a novel or film exemplifies characteristics of ecological/environmental literature or film and exemplifies an arguable environmental thesis or argument. There is literary analysis with emphasis on ecocriticism. Analysis is an expectation of every writing assignment.

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

Syllabus pages 6-7, 9-14, and attached sample assignments.

"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 are required to do an oral presentation, four short writing assignments, and a final essay. Each essay is workshopped in class before submission, essays are graded with a rubric, and feedback is considered when one or two of the short essays are revised to create a longer, more substantial essay for the final requirement.

Identify the submitted documentation that provides evidence.

Syllabus and sample writing assignments.

How does this course meet the spirit of this criterion?

The assignments require the students to engage critically with literature and criticism in an oral presentation, four short writing assignments and a final essay, which must demonstrate evidence gathering and critical thought.

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

Syllabus pages 6-7, 9-14, and attached sample assignments.

"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.

Each of the four short writing assignments, and the oral presentation, helps students generate the materials for their own longer final essay. Each assignment/oral presentation helps the student determine which direction they would like to take their final essay. The instructor gives timely Canvas site feedback, in a consistent grading rubric and substantial comments. Each student meets face to face with the instructor before the oral presentation to assure that the arguments and questions for the class are substantive and well prepared. The 1st draft of the Final essay is workshopped in class and the instructor and a peer group gives feedback to each student before they submit their Final Essay at the end of the semester.

Identify the submitted documentation that provides evidence.

Syllabus and sample writing assignments.

How does this course meet the spirit of this criterion?

Each of the four short writing assignments, and the oral presentation, helps students generate the materials for their own longer final essay. Each assignment/oral presentation helps the student determine which direction they would like to take their final essay. The instructor gives timely Canvas site feedback, in a consistent grading rubric and substantial comments. Each student meets face to face with the instructor before the oral presentation to assure that the arguments and questions for the class are substantive and well prepared. The 1st draft of the Final essay is workshopped in class and the instructor and a peer group gives feedback to each student before they submit their Final Essay at the end of the semester.

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

Syllabus pages 6-7, 9-14, and attached sample assignments.

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

[L - ENG 367 - Env Issues in Literature - Adamson.pdf](#)

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

[ENG 367 - Table of Contents for Required Texts.pdf](#)

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

[ENG 367 - Env Issues in Literature - Sample Assignments.pdf](#)

Form Submission - Proposer

Submitted for Approval | Proposer

Mary Beth Hollmann - January 31, 2023 at 1:57 PM (America/Phoenix)

Department Approval

Approved

Aya Matsuda - January 31, 2023 at 1:59 PM (America/Phoenix)

Provost's Office Review

Approved

April Randall

Joni Lochtefeld - February 6, 2023 at 2:09 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

Mandatory Review Topic Notification

Notification

Leticia Mayer

Peggy Boivin
