

General Studies Gold Request Form

Consult the [General Studies Request 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 sent to the Senate.

Submission Information

College/School

New College of Interdisciplinary Arts and Sciences (CAS)

Department/School

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

Submission Type

New Request

Requested Effective Date

Spring 2025

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code

ENG

Course Number

433

Units/Credit Hours

3

Course Information

Enter the course catalog information, found in the [web course catalog](#) or [Kuali CM](#).

Course Title

Literary Magazine Publishing: Canyon Voices

Course Catalog Description

Practical study of literary magazine production. Students learn every facet of curating and producing an issue of Canyon Voices literary magazine, from reading and reviewing submissions, to editing and designing the magazine, to soliciting submissions. In addition, students learn to organize a public literary reading that showcases the artists and writers featured in the magazine and fosters a literary presence in the community.

Enrollment Requirements (Prerequisites, Corequisites, and/or Antirequisites)

Prerequisite(s): ENG 102, 105, or 108 with C or better OR Visiting University Student

Is this a crosslisted course?

No

Is this course offered by (shared with) another academic unit?

No

If this course or topic already carries a different General Studies Gold (not Maroon) designation than the one being requested, please check this box.

General Studies Gold Designation Request

Requested Designation

Humanities, Arts and Design (HUAD)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

[Gold_ENG433_Syllabus_CourseCalendar_Final.pdf](#)

Humanities, Arts and Design (HUAD)

The humanities explore questions of human existence and meaning, the nature of thinking and knowing, and moral and aesthetic experience. Humanities reflect on values of all kinds and seek to make the human mind more analytical, contemplative, and expansive. They are often concerned with the study of textual and artistic practices of cultures, such as traditions in literature, philosophy, religion, ethics, history, and aesthetics; the humanities also explore human thought and action and its application to human environments. They deepen awareness of the breadth of human heritages, traditions, and histories; build literacy and critical thinking skills in evidence analysis and argumentation; and implicitly or explicitly promote the application of this knowledge to contemporary societies.

The study of arts and design deepens our awareness of human societies and cultures. The arts have as a primary purpose the creation and study of objects, installations, performances, and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces; their historical development; and their significance in society and culture. Disciplines in the arts and design often employ nonverbal modes of thought and communication, and courses in these areas tend to focus on sounds, objects, images, and structures and/or on the practical techniques and historical development of and innovation in artistic and design traditions.

Upon completion of a course in Humanities, Arts and Design, students will be able to complete all outcomes in one of the two following groups.

Group 1:

1. Analyze cultural creations or practices in historical or contemporary context.
2. Interpret the formal, aesthetic, and creative elements in literary, visual, or cultural texts.
3. Articulate relationships among tradition, innovation, individual creativity, and communal expression in cultural creations or practices.

4. Communicate narratives, ideas, or arguments using such elements as evidence, creativity, and critical thinking.

Group 2:

1. Analyze cultural, political, or social practices, texts, or discourses in historical or contemporary context.
2. Communicate coherent arguments or narratives using evidence drawn from qualitative or quantitative sources.
3. Identify perspectives or values as manifested in a given philosophical or religious framework or a given historical or cultural context.

Choose the appropriate group of HUAD learning outcomes for this course.

Group 1

Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. Do not provide links to Canvas shells.

HUAD Learning Outcome 1 (Group 1): Analyze cultural creations or practices in historical or contemporary context.

Assignment: Literary Magazine Critiques. Students will examine four literary magazines. Two literary magazines will be past issues of Canyon Voices and the other two will be national or international literary magazines. Students will create a 1-page report for each magazine that analyzes each magazine for the poetics, literary narratives and artwork as they exist in the given historical and cultural context of publication. The report will also address the magazine format and how readers navigate the magazine. Lastly, students will seek creative elements from the outside publications that may be incorporated in upcoming issues, paying special attention to cultural practices and productions. Students must answer the questions: How is this magazine a time capsule of our times given historical and contemporary contexts they have examined and how can any of these be applied to the current Canyon Voices issue?

HUAD Learning Outcome 2 (Group 1): Interpret the formal, aesthetic, and creative elements in literary, visual, or cultural texts.

Assignment: Manuscript/Artwork Reviews. Students will review manuscripts and artwork submitted from authors and artists seeking to be published in the magazine. Students will review the submission (artwork, poem, short story, script or essay) and interpret the literary, cultural and aesthetic characteristics and value of each. How is the author using characterization, setting, plot and details to create sophisticated narratives that address

the human condition? Is the manuscript ready for publication? If not, what revisions are needed? Artwork will be examined for the creative and visual aesthetics that reflect cultural and contemporary issues. Students will complete a discussion board forum for each author/artist submission, which will include two to three paragraphs explaining decisions to accept or reject the submission based on the aesthetic and creative elements in the piece being reviewed. Students will then meet in small groups in class to make final decisions, providing their interpretation of the formal, aesthetic and creative elements in each piece being reviewed. Points are awarded for the Discussion Forum posts and for the Small Group discussions.

HUAD Learning Outcome 3 (Group 1): Articulate relationships among tradition, innovation, individual creativity, and communal expression in cultural creations or practices.

Assignment: Magazine Design Plan. Students will create a design plan for the semester's issue of Canyon Voices. Students will take into account the 15-year history of Canyon Voices and the long tradition of literary magazines, dating back to 1684, according to some scholars. Drawing on innovations in technology, personal creativity and the collective creativity of classmates and artists and authors accepted to the magazine, students will discuss and create a magazine design plan that recognizes and balances literary magazine traditions with innovation, creativity and the communal expressions of the submissions needed to create a new issue of Canyon Voices. The design plan will include:

1. Front Cover Design and Section Cover designs.
2. Page edits, design and layouts.
3. A Table of Content that places pieces in conversation with each other.

The Design Plan must answer the question, how is the magazine adhering to traditional rules, while still striving to be innovative and honoring individual creativity and the communal themes of the overall magazine.

HUAD Learning Outcome 4 (Group 1): Communicate narratives, ideas, or arguments using such elements as evidence, creativity, and critical thinking.

Assignment: Final Portfolio. Students will create a portfolio with their work from the semester. The portfolio will present a collection of their creative work in 1) selecting manuscripts & artwork; 2) creating flyers and promotional materials for social media; 3) designing and laying out the magazine. In the portfolio, students will write a one-page narrative explaining their critical thought process for the artistic and design decisions made in producing the magazine. In addition, drawing on design theory and other skills gained in the class, students also will include in the one-page narrative an analysis of the design plan, the work processes utilized throughout the semester, and possible ways to improve them. The portfolio will showcase the student's creativity in helping to produce the magazine and also their vision for improving the next year's issue given their new knowledge base of literary magazine production. The portfolio will include:

1. One page narrative
2. Cover designs
3. Page designs and layouts
4. Flyers, social media posts and other promotional materials

List all course-specific learning outcomes. Where appropriate, identify the associated HUAD learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with a HUAD learning outcome.

Course Learning Outcomes

These objectives give a more detailed synopsis of the course and its topics. Students in this class will acquire skills in:

1. Analyzing and reviewing creative writing and artwork for publication in literary magazines. (HUAD L02; Group 1)
2. Analyzing literary magazines for historical and contemporary significance. (HUAD LO1; Group 1)
3. Creating literary magazine design plans. (HUAD LO3; Group 1)
4. Creative, clear and constructive magazine editing.
5. Page design and layout.
6. Communicating effectively in literary circles, which includes oral and written communication with artists and writers. (HUAD LO4; Group 1)
7. Working collaboratively and effectively in teams. (HUAD LO4; Group 1)
8. Magazine promotion, including flyer creation, social media campaigns and general outreach. (HUAD LO2; Group 1)
9. Producing a literary event that showcases artists/writers featured in the magazine and fosters a literary presence in the community. (HUAD LO3; Group 1)

Provost Use Only

Backmapped Maroon Approval

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Julie Amparano Garcia - September 17, 2024 at 3:13 PM (America/Phoenix)

Department Approval

Sent Back

Morgan Johnson

James Corbeille - September 17, 2024 at 4:52 PM (America/Phoenix)

Sending back for updates

Form Submission - Proposer

Submitted for Approval | Proposer

Julie Amparano Garcia - September 17, 2024 at 6:15 PM (America/Phoenix)

Department Approval

Approved

Morgan Johnson

James Corbeille - September 18, 2024 at 8:47 AM (America/Phoenix)

GSC Coordinator Review

Approved

Alicia Alfonso - September 18, 2024 at 12:44 PM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - September 18, 2024 at 12:50 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

Alicia Alfonso

April Randall - September 18, 2024 at 5:18 PM (America/Phoenix)

Humanities, Arts and Design (HUAD) Subcommittee

Acknowledgement Requested

William Hedberg

Megan Todd

Jessica Sturgess - October 1, 2024 at 12:38 PM (America/Phoenix)

The subcommittee has decided on revise and resubmit. We are confident this is a humanities course, but need to see a clearer connection between the course learning outcomes and the general studies learning outcomes. We suggest incorporating more GS themes throughout the course-specific outcomes.

Catherine Saucier

General Studies Council Meeting

Waiting for Approval

Alicia Alfonso

April Randall

Registrar Notification

Notification

Courses Implementation

Implementation

Approval

Rebecca Flores

Lauren Bates

Alisha Von Kampen

Proposer Notification

Notification

Julie Amparano Garcia

College Notification

Notification

James Corbeille

Morgan Johnson

ATCS Notification - ASU Course

Notification

Bryan Tinlin

Jessica Burns

Michele Devine

DARS Notification

Notification

Leticia Mayer

Peggy Boivin

EdPlus Notification

Notification

Sarah Shipp

Bronson Cudgel
