

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
Ian Moulton	ian.moulton@asu.edu	602 330-6686

College/School	Department/School
College of Integrative Sciences and Arts (CLS)	College of Integrative Sciences and Arts (CBIS)

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	446	3

Course Information

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

Course Title

Visual Narratives

Course Catalog Description

Students analyze and compose visual narratives (e.g., picture books, comics, graphic novels, film, animation, video games).

Is this a crosslisted course?

No

Is this course offered by another academic unit?

No

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.

Analysis paper 1 (5-7 pages) is worth 21% of the course grade. Analysis paper 2 (8-10 pages) is worth 30% of the course grade. (See p. 1 of syllabus)

"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.

Syllabus

Identify the submitted documentation that provides evidence.

Syllabus

How does this course meet the spirit of this criterion?

Both analysis papers involve scholarly analysis of materials studied.

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

Analysis paper 1 (5-7 pages) asks students to analyze a picture book, comic, or graphic novel. Analysis paper 2 (8-10 pages) asks students to analyze a TV show, film, animated work, or videogame. (See p. 1 of 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. Please include detailed assignment descriptions in the syllabus to substantiate this criterion.

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

Syllabus

Identify the submitted documentation that provides evidence.

Syllabus

How does this course meet the spirit of this criterion?

The two analysis papers are substantial in depth, quality, and quantity

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

Analysis paper 1 is 5-7 pages; analysis paper 2 is 8-10 pages. Both are formal academic papers that demand critical inquiry and evaluation. (See p. 1 of 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.

Please include detailed assignment descriptions in the syllabus to substantiate this criterion.

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

syllabus

Identify the submitted documentation that provides evidence.

Syllabus

How does this course meet the spirit of this criterion?

Feedback from analysis paper 1 is given before students begin the longer analysis paper 2.

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

Analysis paper 1 is due in Week 5; analysis paper 2 is due in Week 12.

"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.

Syllabus

Identify the submitted documentation that provides evidence.

syllabus

How does this course meet the spirit of this criterion?

Feedback from analysis paper 1 is given before students begin the longer analysis paper 2.

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

Analysis paper 1 is due in Week 5; analysis paper 2 is due in Week 12.

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

[ENG 446 VisNar Syllabus Fall 2022 \(1\).pdf](#)

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

[ENG 446 Course Texts Tables of Contents.pdf](#)

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

[ENG 466 L Application 5-07.pdf](#)

Form Submission - Proposer

Submitted for Approval | Proposer

Kirbi Dorozinsky - February 21, 2023 at 9:20 AM (America/Phoenix)

Department Approval

Approved

Trisha Eardley

Manuel Aviles-Santiago - February 21, 2023 at 10:10 AM (America/Phoenix)

Cynthia Rose

Christina Villa

Rachel Diepenbrock

Provost's Office Review

Approved

April Randall

Joni Lochtefeld - March 3, 2023 at 2:25 PM (America/Phoenix)

Literacy and Critical Inquiry Mandatory Review

Acknowledgement Requested

Patricia Webb

Brent Scholar - March 27, 2023 at 4:24 PM (America/Phoenix)

Resubmit

Criterion 3 is about evaluating and interpreting evidence and it is not clear if that is happening with the two assignments. Please update the syllabus description for papers 1 and 2 and resubmit.

Emily Mertz

General Studies Council Meeting

Waiting for Approval

April Randall

Joni Lochtefeld

Proposer Notification

Notification

Kirbi Dorozinsky
