

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
Jerome Clark	army5@asu.edu	602-543-1612

College/School	Department/School
New College of Interdisciplinary Arts and Sciences (CAS)	School of Humanities, Arts, and Cultural Studies (CHUMARTCLT)

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
ETH	334	3

Course Information

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

Course Title

The American Southwest in Literature and Film

Course Catalog Description

Evaluates literary texts and films addressing the diverse literatures and cultures of the American Southwest.

Is this a crosslisted course?

Identify all crosslisted courses.

Yes AMS 336, ENG 334

Is this course offered by another academic unit?

Yes

Department/School

College of Integrative Sciences and Arts (CBIS)
School of Social Transformation (CSOCTRANS)
Department of English (CENGLISH)

Statement of Support #1

[CISAsupport_NewCollege_Eng-
lishofferings_GenStud-
ies_Dec2022.pdf](#)

Statement of Support #2

[SST - Support Statement.pdf](#)

Statement of Support #3

[English Dept - Support State-
ment.pdf](#)

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.

Course catalog lists "Prerequisite(s): ENG 102, 105, or 108 with C or better" (see attached screenshot)

Provide detailed evidence of how this course meets this criterion.

This requirement is stated in the ASU Course Catalog Search and on the course 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.

The assignments are as follows:

- 1) Searching the American Southwest (1000 Words + Images) 10%: For this assignment, head to your preferred search engine to complete an image search. Search the following terms: 'Indigenous Southwest', 'American Southwest', and 'Wild West'. Write a brief analysis that describes and assesses the images that each search returns. Curate a selection of photos for each search.
- 2) Critical Film Review (2,500 Words) 15%: A written analysis of a course film and two films of your choosing not included in the syllabus. Students will write a critical review of the film that takes the critical theory covered in class into account.
- 3) Proposals (5%): Tell me the topic of your essay. What themes, stereotypes, and misconceptions do you plan to address? What course and non-course films and literature will you include? Show that you've completed your preliminary research by including relevant peer-reviewed secondary literature. The proposal must include a well-revised question and thesis.
- 4) Final Essay (20%): Write a 3,000-word essay that develops the thesis you provided in your proposal. You must include relevant literature. The overall purpose of this assignment is to demonstrate your command of the course concepts, theories, and themes.

Identify the submitted documentation that provides evidence.

See syllabus w/ comments identifying C-4 (pages 2 and 3)

How does this course meet the spirit of this criterion?

The four written assignments combined makeup 50% of the course grade. Through the assignments, students must engage course literature, theories, and concepts to formulate questions and to guide their research. Students must conduct additional research in the area of southwest.

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

See syllabus under Criterion 1 comment on page 2

"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.

The following assignments (also marked on the syllabus) meet the criterion:

- Searching the American Southwest
- Final Essay

Identify the submitted documentation that provides evidence.

See syllabus w/ comments identifying C-3 (pages 2 and 3)

How does this course meet the spirit of this criterion?

These assignments require students to research a question and/or problem of the American Southwest. They must write a clear and concise research question. They are required to identify, read, and analyze relevant peer-reviewed literature. And they must communicate their research and analyses in well-organized essay.

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

- Searching the American Southwest (marked C-3) on page 2 of the attached syllabus
- Final Essay (marked C-3) on page 3 of the attached 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.

- 1) Critical Film Review (2,500 Words) 15%: A written analysis of a course film and two films of your choosing not included in the syllabus. Students will write a critical review of the film that takes the critical theory covered in class into account.
- 2) Final Essay (20%): Write a 3,000-word essay that develops the thesis you provided in your proposal. You must include relevant literature. The overall purpose of this assignment is to demonstrate your command of the course concepts, theories, and themes.

Identify the submitted documentation that provides evidence.

See syllabus w/ comments identifying C-4 (pages 2 and 3)

How does this course meet the spirit of this criterion?

Two written assignments, the first is a 2,500-word critical film review and the second is a final research project that is 3,000-words. In both assignments, students must research relevant peer-reviewed secondary

sources. And they are required to include course readings in their arguments. Students must also apply the critical theories and concepts of the course in their arguments.

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

- Critical Film Review (marked C-4) on page 3 of the attached syllabus
- Final Essay (marked C-3) on page 3 of the attached syllabus

"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.

- 1) Searching the American Southwest (1000 Words + Images) 10%: For this assignment, head to your preferred search engine to complete an image search. Search the following terms: 'Indigenous Southwest', 'American Southwest', and 'Wild West'. Write a brief analysis that describes and assesses the images that each search returns. Curate a selection of photos for each search.
- 2) Critical Film Review (2,500 Words) 15%: A written analysis of a course film and two films of your choosing not included in the syllabus. Students will write a critical review of the film that takes the critical theory covered in class into account.
- 3) Proposals (5%): Tell me the topic of your essay. What themes, stereotypes, misconceptions do you plan to address? What course and non-course films and literature will you include? Show that you've completed your preliminary research by including relevant peer-reviewed secondary literature. The proposal must include a well revised question and thesis.

Identify the submitted documentation that provides evidence.

See syllabus w/ comments identifying C-5 (pages 2 and 3);

How does this course meet the spirit of this criterion?

Students have an opportunity to resubmit all written and non-written assignments (excluding the final assignment) for an improved grade. In their resubmission, students must address my written feedback. Students can resubmit once on all assignments with the exception of the proposal. Students must resubmit this assignment as much as needed until all scope of research and feedback are addressed.

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

Marked on the syllabus and additional attached material (project proposal).

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

[American Southwest Literature & Film Mandatory Review - L.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.

[C-1 and C-5 Additional Documentation.pdf](#)

Form Submission - Proposer

Submitted for Approval | Proposer

Jerome Clark - February 11, 2023 at 8:02 PM (America/Phoenix)

Department Approval

Approved

Miriam Mara - February 12, 2023 at 5:54 AM (America/Phoenix)

Marianne Kim

Morgan Johnson

James Corbeille

Provost's Office Review

Approved

April Randall

Joni Lochtefeld - February 15, 2023 at 2:42 PM (America/Phoenix)

Literacy and Critical Inquiry Mandatory Review

Acknowledgement Requested

Patricia Webb

Brent Scholar - February 27, 2023 at 12:54 PM (America/Phoenix)

Resubmit: Assignments 1, 2 and 4 meet literacy requirements for 45% while the proposal does not meet criterion 4.

Emily Mertz

General Studies Council Meeting

Waiting for Approval

April Randall

Joni Lochtefeld

Proposer Notification

Notification

Jerome Clark

New College Notification

Notification

Morgan Johnson

James Corbeille
