

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
Kayla Pierce	Kayla.Pierce@asu.edu	480-965-2817

College/School	Department/School
Herberger Institute for Design and the Arts (CHI)	School of Music, Dance and Theatre (CMUSIC)

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
MHL	438	3

Course Information

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

Course Title

Topics in 18th-Century Music

Course Catalog Description

Selected topics exploring the musical styles of the 18th century and their cultural contexts.

Is this a crosslisted course?

No

Is this course offered by another academic unit?

No

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

"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 for Literacy in the computation of course grades -- and indicate the proportion of the final grade that is determined by each assignment. Do not say see attachment or syllabus, or your application may automatically be denied for being incomplete.

The course requires abundant writing assignments throughout the semester, including a large-scale written project as well as shorter written, critical discourse assignments that respond to ongoing class readings. The Research Paper and Presentation constitute 175 points (or 25% of grade) and Written Responses constitute 225 points (or 32% of grade); these two written components add up to 57% of the total grade for the class.

Please see syllabus where marked with C2.

"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.

Provide a detailed description of how the assignments gather, interpret, and evaluate evidence demonstrating critical inquiry and not opinion and/or reflection. Do not say see attachment or syllabus, or your application may automatically be denied for being incomplete.

The course asks students to critically examine source readings and other primary and secondary literature on the topics of the course and apply these readings to their examination of selected musical excerpts (including both listening and score examination) and vice versa. The large-scale, semester-long research project asks students to gather, interpret, and evaluate evidence related to a selected musical composition from the 18th century. The stages of the project include selecting a topic, compiling a bibliography, outlining, presenting, and writing a paper. Students also complete Written Responses where they need to summarize and provide evidence and examples, which moves students beyond merely offering an opinion on course topics.

Both types of assignment require students to critically engage with a diverse range of materials, supporting claims with appropriate evidence from their assessment of reading and listening assignments (and this bridging of listening and reading is itself a critical-interpretative skill that the class aims to develop).

Please see syllabus and Research Project Description document where marked with C3.

"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, double spaced, per assignment for an in-depth critical analysis and 10-15 minutes for a presentation (per person if a group project). 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 a detailed description of the two or more substantial writing or speaking tasks based on a minimum of 5 pages, double spaced, per assignment for an in-depth critical analysis, and 10-15 minutes for a presentation (per person if a group project). Do not say see attachment or syllabus, or your application may automatically be denied for being incomplete.

Students complete a research project (6-8 page paper) focused on a specific musical work from the classical period (selected from the Project Topics list provided by the instructor). Prior to completing the paper, students complete an in-class 20-minute presentation on the same topic.

Please see syllabus and Research Project Description document where marked with C4.

"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 submit the research project in several stages: bibliography, outline, presentation, an optional draft for review and comment, and the final research paper. The instructor also asks that students meet with them "at least two weeks before presentation to discuss materials and analysis." Because of the clear stages of the research project and presentation that students are required to complete over the course of the semester and the ongoing feedback they receive as a result, they are able to develop more methodically their research.

The instructor also provides written feedback on each of the Written Assignments that occur throughout the semester. The instructor's feedback addresses content, mechanics, and organization, helping to make sure that students are advancing their writing and critical inquiry skills.

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

[MHL 438 syllabus-REV.pdf](#)

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

[MHL 438 ToCs.pdf](#)

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

[MHL 438 Research Project Descrip.pdf](#)

Form Submission - Proposer

Submitted for Approval | Proposer

Kayla Pierce - March 23, 2023 at 9:20 AM (America/Phoenix)

Department Approval

Approved

Heather Landes

Karen Schupp - March 23, 2023 at 10:46 AM (America/Phoenix)

We believe we have addressed the concerns re: percentage of grade based on critical inquiry/writing assignments. Please let us know if there are any questions.

Provost's Office Review

Approved

April Randall - March 31, 2023 at 1:41 PM (America/Phoenix)

Joni Lochtefeld

Literacy and Critical Inquiry Mandatory Review

Acknowledgement Requested

Patricia Webb

Brent Scholar - April 24, 2023 at 11:30 AM (America/Phoenix)

Resubmit

Research paper (18%) and Presentation (7%) fit with "L" criteria, but Written Responses (32%) do not meet the "gathering evidence" element of Criterion 3 nor do 300-word answers to questions meet the in-depth engagement with sources that Criterion 4 requires.

Emily Mertz

Ashli Morgan

General Studies Council Meeting

Waiting for Approval

April Randall

Proposer Notification

Notification

Kayla Pierce