

General Studies Request Form

Consult the [General Studies Request Overview and 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 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:

New Request (Course or topic does not hold this designation)

Requested Effective Date

Spring 2024

ASU Request

Is this request for a permanent course or a topic?

Topic

Subject Code	Course Number	Units/Credit Hours
MHL	439	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

19th Century Aesthetics

Topic Description

This class gives students the opportunity to explore, as well as problematize, the philosophical and musical ideas that helped formulate or continue to reflect musical practice in 19th-century Western Europe. It takes a different kind of look at classical music of the romantic period. Rather than just assuming that the “canon” of 19th-century romantic music is the “greatest,” students will study how and why it came to be considered great, and examine the ways people, cultures, and musics were excluded from what was considered greatness. It also allows student to apply those principles to music generated outside the 19th century in order to understand the universality, as well as embedded inequities, of 19th-century musical principles.

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

"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.

C2 annotations on syllabus in yellow

--3 writing assignments 5% each, for 15% of final grade.

To get full credit on the three required writing assignments, students must show their synthesis of concepts discussed in class and addressed in respective readings. These are not opinion essays, but a measure of students' synoptic comprehension, and written expression of the capacity to synthesize ideas from multiple sources.

--Midterm project (individual work generated within a group. It is two-part: written paper is based on independent research and synthesis of classroom activities; oral report applies findings from written paper to the group-chosen musical work--40% of final grade.

versions, the latter of which is due the day of oral summary)

Supporting handouts for Midterm Project, See page 4 of syllabus, which includes:

1. How to write a thesis sentence

2. Grading rubric for the oral presentation and written version of the midterm project. The rubric emphasizes precision and communicative value of the oral presentation, research-based insights and perspectives in oral and written versions, writing style, capacity to find excellent research resources, and capacity to cite sources using APA or Chicago 17th ed style.

3. Midterm project guidelines, page 5 of syllabus

Spells out procedures regarding: meeting with group and Norton and required components

"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.

Please see C3 annotations in green in the syllabus (page 2) and especially, sample writing assignments from students in spring semester 2022 with respective grades on page 5. Simple reiteration of class activity does not earn full credit.

To receive full credit, Writing Assignments 1, 2, and 3 require evidence of synoptic comprehension of course readings, listening, and course discussions. They are not simply opinion-based responses. They measure the extent to which students have engaged in the readings, processed lectures and class discussions, and can express the synthesis of their thinking in concise, written form.

The midterm project requires students to gather information from course readings and 5 excellent additional sources from their own research, to interpret the main arguments across all resources, and then to evaluate the strength and weaknesses of these arguments as students formulate and articulate their own aesthetic judgements in relation to music from the romantic era.

"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.

Please see C4 annotations in purple in the syllabus.

The midterm project is a hybrid of two separate communication methods: 1) solo academic writing (6-8 pages each student) with appropriate expression of a thesis and logical presentation of peer-reviewed evidence to support the thesis plus substantial conclusion, and full citations (e.g., footnotes and bibliography or in-text citations with reference list); 2) collaborative group oral report (10 minutes each student) including 4-5 carefully crafted presentation slides per individual group member which have been vetted with the group and a carefully planned and worded presentation

applying findings from the written project to the interpretation of the group's chosen musical work. Each student is expected to present several new insights about the group-chosen work.

The midterm project requires students to work in groups of three or four to facilitate a class session that addresses a key topic of the course. Each student is required to present for a minimum of 10 minutes.

In both portions, they must demonstrate an in-depth awareness of their topic, synthesis of ideas, and formulation of an aesthetic judgements. In the written portion, students evaluate written sources; in the oral report, students apply findings from the written portion to the group-chosen piece of music (no overlapping research questions or findings allowed in the group).

"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.

Please see C5 annotations in blue in the syllabus.

Writing Assignments 1, 2, and 3, which give students practice at synthesizing and expressing concepts concisely and clearly, are due in weeks 3, 5, and 11, respectively. These assignments are graded within 1 week of the due dates. Professor provides evaluative commentary and suggests ways to improve each assignment.

Midterm Exam multi-draft process, see syllabus page 4: A) students choose groups according to preference, B) meet with group outside of class, each member chooses a main question to pursue individually (e.g., sublime and beautiful), group chooses musical work from Romantic period as focus for oral presentations, C) each student submits their individual area first as a topic sentence, then as a well-constructed thesis sentence, D) all group members attend 50-minute meeting with Norton, each member shows 2 excellent sources for paper (peer reviewed research sourced to date), each member addresses how their findings will be applied to the group-chosen music in the oral presentation, E) collaborate with group on the construction of slide presentation, 4 slides per member, F) students may meet with Norton in office hours or at other times for additional help, G) oral presentation by individuals, same period as others in the group, H) turn in individual written papers.

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

[MHL 439 annotated syllabus.docx](#)

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

[Downes Table of Contents and Course Bibliography.pdf](#)

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

No Response

Admin Only

Mandatory Review Implementation Needed

Form Submission - Proposer

Submitted for Approval | Proposer

Kayla Pierce - November 14, 2023 at 10:12 AM (America/Phoenix)

Department Approval

Approved

Heather Landes

Karen Schupp - November 14, 2023 at 1:16 PM (America/Phoenix)

Submitting for Spring 2024 activation per email conversation with April Randall. Please email me at Karen.schupp@asu.edu if there are any questions, and many thanks to April for helping us find this solution.

Provost's Office Review

Sent Back

Kaitlyn Dorson - November 14, 2023 at 1:52 PM (America/Phoenix)

Please address the following: 1) The Topic Description cannot be the same as the course catalog description. Please update the topic description to something more specific to the topic being taught. 2) Per the instructions on the form, current syllabus information must also be entered in Quali Curriculum Management (CM). If you don't have access to Quali CM, you'll need to work with your unit and coordinate with the individual(s) able to submit Quali CM course proposals. Please see the General Studies Request FAQ for more information: https://docs.google.com/document/d/1BF_lpz4neXWRQgZfXj-5ILS07EEnNu34Z35S8CrAEVk/

April Randall

Form Submission - Proposer

Submitted for Approval | Proposer

Kayla Pierce - November 14, 2023 at 1:56 PM (America/Phoenix)

Department Approval

Approved

Heather Landes

Karen Schupp - November 14, 2023 at 2:01 PM (America/Phoenix)

Syllabus was submitted to Kualu CM on 11/14. As of 2pm on 11/15, it looks like it is awaiting approval at the Provost's level.

Provost's Office Review

Approved

Kaitlyn Dorson - November 14, 2023 at 2:37 PM (America/Phoenix)

April Randall

Literacy and Critical Inquiry Committee Review

Acknowledgement Requested

Patricia Webb

Brent Scholar - November 20, 2023 at 11:07 AM (America/Phoenix)

Resubmit

Thank you for the submission, this does not meet Criterion 4, as there needs to be two separate substantial assignments. Using the same information in two formats is the same gathering, interpreting and evaluating evidence. Please note the smaller 5% assignments would count toward Criterion 2 to meet the 50%, but they are not substantive. Please resubmit with an additional substantive assignment for reconsideration.

Emily Mertz

Ashli Morgan

General Studies Council Meeting

Waiting for Approval

Kaitlyn Dorson

April Randall

Registrar Notification

Notification

Courses Implementation

Implementation

Approval

Rebecca Klein

Lauren Bates

Alisha Von Kampen

Proposer Notification

Notification

Kayla Pierce

Topic Notification

Notification

Leticia Mayer

Peggy Boivin
