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:

Mandatory Review (Course or topic 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
MUE	381	3

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

Course Title

Music Therapy Research

Course Catalog Description

Statistics and research design appropriate for investigations in music therapy.

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 Kuali 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.

1. Each student has to read a research article and answer, in writing, several questions that indicate their comprehension of the article.
2. Each student collaborates in the design of a research proposal, which includes: finding and reading research literature, elaborating a research question, critically assessing and designing a research method, and writing a research paper with the protocol. Although this work is done in teams, every student needs to contribute equally. Students indicate their precise contributions to the document at the end of the semester and are graded accordingly. This project entails several written assignments throughout the semester: Research Protocol, Rough Draft of Final Paper, Final Paper, and Research Poster. All these assignments entail different levels of writing, synthesizing, and critically examining their ideas.

Please see C2 annotations in the 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.

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.

1. The Research Critiques ask of students that they summarize the articles read, but also that they (1) consider strengths and shortcomings of the article (critical inquiry), and (2) that they explicitly state how the article will inform their own research proposal (application of knowledge).

2. The Final Research Paper, developed throughout the semester, requires constant iterations to develop a feasible study. The instructor has several meetings with each team/student to question their choices and guide them to the best solutions.

Please see C3 annotations in syllabus and additional documentation documents.

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.

The final products of the class are (1) research paper of at least 15 pages, and (2) research poster and presentation (which includes a video or live presentation and a research poster similar to those used in professional conferences). Both the paper and poster presentation are completed in collaborative groups of three students.
The research paper is developed throughout the semester. It entails finding a topic of interest, finding team members to develop the topic, designing a research question, establishing a conceptual framework based on their literature review, choosing a research design, developing a research method, elaborating a discussion section based on the potential strengths and limitations of their proposal, and citing all appropriate references. Each student in the group is responsible for contributing five pages to the research paper. Each student in the group is required to prepare a ten-minute presentation.
The research poster follows all scholarly criteria of professional posters for conferences (background, method, literature review, discussion and references), and students present this poster during the last class period.

Please see C4 annotations in syllabus and additional documentation documents.

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. Students identify a "topic of interest" within their field (ungraded assignment). The instructor helps them narrow the topic to something that can lead to a research question.
2. Based on their topic, students find peers who have closely related topics, and together they find a common topic. The instructor facilitates finding common ground (ungraded class activity).
3. Students develop a research question (ungraded assignment). The instructor has a couple of "group consultations" where she uses the Socratic method to help each group arrive at a feasible research question.
4. After 4 or 5 weeks, students develop the Research Protocol, a one-page summary of their research question, basic conceptual framework, and ideas for the method.
5. Mid-semester, students choose their research design, and develop a "grant proposal" based on the Research Protocol. They present the proposal to "grant funders" (i.e., their peers) in a 10-minute (ungraded) presentation. Classmates role-play as funders and ask questions to clarify. This process helps students further improve their proposal.
6. Students receive two more group "consultations" with the instructor to clarify doubts and work on their final manuscript.
7. During the last week of the semester, students exchange manuscripts to peer review (Rough Draft of Final Research Paper). The instructor reads the peer feedback and makes sure it is accurate. She clarifies doubts for the whole class.
7. Students develop a research poster (Research Poster), and a live or recorded poster presentation (Research Poster Presentation). This presentation is shared during the last class period, and class-mates ask questions about the proposal. The feedback is incorporated into the final manuscript.
8. Students submit their corrected manuscripts for a final grade (Final Research Paper).

These assignments happen in timely coordination with the instructor's lectures that address the following main topics: Research as a Social Enterprise, Literature Review, Research Questions, Theory in Research, Research Ethics, Measurement in Research, Sampling, Research Design, Data Analysis and Research Dissemination.

Please see C5 annotations in syllabus and additional documentation documents.

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

ks_MUE381_annotated syllabus copy.docx

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

MUE 381 Combined ToC copy.pdf

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

MUE 381 Additional Documentation copy.pdf

Admin Only

Mandatory Review Implementation Needed

Form Submission - Proposer

Submitted for Approval | Proposer

Kayla Pierce - November 9, 2023 at 4:09 PM (America/Phoenix)

Department Approval

Approved

Heather Landes

Karen Schupp - November 9, 2023 at 4:24 PM (America/Phoenix)

Provost's Office Review

Approved

Kaitlyn Dorson - November 13, 2023 at 9:39 AM (America/Phoenix)

April Randall

Literacy and Critical Inquiry Mandatory Review

Acknowledgement Requested

Patricia Webb

Brent Scholar - November 29, 2023 at 10:42 AM (America/Phoenix)

Resubmit
It is unclear whether the Research Critiques are substantial enough in order to meet Criterion 4. It is also unclear whether or not students gather evidence for the Research Critiques, as is required for Criterion 3. It is also unclear what each individual student does for the Group Research Project. Please make sure to align the assignments with the necessary requirements and ensure it is easy for review.

Emily Mertz

Ashli Morgan

General Studies Council Meeting

Waiting for Approval

Kaitlyn Dorson

April Randall

Proposer Notification

Notification

Kayla Pierce