

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
Timothy Langille	timothy.langille@asu.edu	4047507643

College/School	Department/School
The College of Liberal Arts and Sciences (CLA)	School of Historical, Philosophical & Religious Studies (CHSTCRIT)

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
REL	315	3

Course Information

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

Course Title

Hebrew Bible (Old Testament)

Course Catalog Description

Nature, content, background, historical situation, and message of the books of the Hebrew Bible in English translation.

Is this a crosslisted course?

Identify all crosslisted courses.

Yes

JST 315

Is this course offered by another academic unit?

Yes

Shared Departments/Schools

College of Integrative Sciences and Arts (CBIS)

Statement of Support #1

Statement of Support #2

Statement of Support #3

[CISAsupport CLAS REOffering GenStudies Dec2022.pdf](#)

No Response

No Response

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.

Students write a 750-1,000-word (3-4-page) paper comparing and analyzing Genesis 1-11 and ancient Near Eastern mythology. The first smaller written assignment is done at the beginning of the semester and serves as preparation for the major written assignment. This assignment allows me assess students' writing skills early in the semester, so that I can identify potential issues with their writing and work with them to improve for the major written assignment due at the end of the semester. This assignment is worth 15% of the final grade.

Students prepare a paper proposal that includes a 250-word coherent abstract with a research question, thesis, and bibliography with primary and secondary sources. The purpose of this assignment is for students to select a topic and begin their preliminary research on that topic for the major written assignment/ final paper. Thus, this scaffolding assignment is a point of departure for the final assignment. This assignment is worth 10% of the final grade.

Students write a 2,000-2,500-word (8-10-page) research essay on a topic of the student's choice, which is based on the paper proposal assignment. This assignment requires analysis of at least one primary source and at least 8-10 secondary sources and is worth 30% of the final grade.

"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.

Each of the assignments above require students to read, analyze, and interpret primary and secondary sources. I provide both the primary and secondary sources for the first written assignment. Students then begin their research for their paper proposal and final assignment. Students select a topic of their choice and begin their research on that topic. In class, I introduce students to the ASU Library website and research databases relevant to biblical studies and Jewish studies. I give students feedback on and suggestions for their topic and corresponding research as I help them develop this preliminary research for their final assignment. Students then build on this research and write an 8-10-page paper, using at least one primary source and 8-10 secondary sources. Students are required to use peer-reviewed academic sources in their paper proposal and final assignment.

"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 write a 750-1,000-word (3-4-page) paper comparing and analyzing Genesis 1-11 and ancient Near Eastern mythology. The first smaller written assignment is done at the beginning of the semester and serves as preparation for the major written assignment. This assignment allows me assess students' writing skills early in the semester, so that I can identify potential issues with their writing and work with them to improve for the major written assignment due at the end of the semester.

Students write a 2,000-2,500-word (8-10-page) research essay for their final assignment on a topic of the student's choice, which is based on the one-page paper proposal assignment. This assignment requires analysis of at least one primary source and at least 8-10 secondary sources. Students are required to engage, read, analyze, and interpret peer-reviewed academic sources in their paper proposal and final assignment.

"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.

I scaffold assignments in the sense that the final written assignment is based on the work done on their first written assignment and paper proposal. I give students feedback on each and every assignment, as I help students develop their research and writing skills. The first smaller written assignment is completed at the beginning of the semester and serves as preparation for the major written assignment. This assignment allows me assess students' writing skills early in the semester, so that I can identify potential issues with their writing and work with them to improve for the major written assignment due at the end of the semester. With the 250-word paper proposal, students select a topic and begin their preliminary research on that topic for the major written assignment/ final paper. I ensure that students have a viable topic and sources before they begin to work on their final assignment. The feedback I give on this assignment includes helping students develop a strong thesis and bibliography with peer-reviewed academic sources for their final assignment. Thus, this scaffolding assignment is a point of departure for the final assignment. This paper proposal serves as the preliminary research and foundation for their final written assignment, which is worth 30% of their final grade.

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

[Langille Hebrew Bible Syllabus Fall 2022.pdf](#)

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

[Collins Short TableOfContents.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

Yes, implementation needed

Form Submission - Proposer

Submitted for Approval | Proposer

Timothy Langille - July 31, 2023 at 3:29 PM (America/Phoenix)

Department Approval

Approved

Richard Amesbury - July 31, 2023 at 5:48 PM (America/Phoenix)

Provost's Office Review

Approved

Kaitlyn Dorson - September 5, 2023 at 10:31 AM (America/Phoenix)

April Randall

Literacy and Critical Inquiry Mandatory Review

Acknowledgement Requested

Patricia Webb

Brent Scholar - September 25, 2023 at 11:57 AM (America/Phoenix)

Resubmit

Thank you for your submission. The Genesis writing assignment needs further clarification. As presented it does not meet a substantive assignment of 5 pages or more (Criterion 4) and it is not clear if there is gathering evidence in the syllabus (Criterion 3). Make sure information aligns in Quali and the syllabus.

Emily Mertz

Ashli Morgan

General Studies Council Meeting

Waiting for Approval

Kaitlyn Dorson

April Randall

Registrar Notification

Notification

Implementation

Approval

Rebecca Klein

Lauren Bates

Alisha Von Kampen

Proposer Notification

Notification

Timothy Langille
