

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
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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	351	3

Course Information

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

Course Title

Buddhism

Course Catalog Description

Doctrines, practices, and institutions of the Buddhist religion, emphasizing its role in the history and culture of Asian societies.

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 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 are required to finish four assignments each week, including one quiz (5 points), one test for identifying and explaining five key terms or phrases (100 word for each answer, 50 points), two discussion posts (one initiate post and one reply post to fellow students; 20 points), and one 2 or 3-page short essay (15 points). Three of these four assignments are involved in writing. At the end of the semester, the students are required to write final reflections (discussing two big issues; 40 points), to take final exam (multiple choice test; 150 points), and to finish a final paper (250 points). Therefore, writings play significant roles in this course. more than 50% (750 points out of 1000 points) count toward 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 week, students are required to read assigned textbook and additional papers each and post their analysis and interpretations about the key issues in the readings on the discussion board. In the meantime, they are required to evaluate their fellow students' posts against the readings and post their replies. Second, each week the students are required to write a short essay based on the assigned readings and also seek and gather at least one additional reading beyond the assignments in the syllabus as evidence for analyzing different voices and making their own judgment. In the finally

paper, the students are required to focus on readings and analyze the theories and methodologies as well as sources the readings used for writing a final paper.

"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.

The final paper students is required to write is 5-7 page long and should be based on their assigned readings selected from a reading list the instructor offers. This substantial writing assignment aims to test students' ability of mastering all materials this course covers and analyzing key issues on Buddhist philosophy, ethics, values, institutions, and rituals, as well as material culture. They must read the English translations of Buddhist texts for analyzing the issues in the context of Asian history and culture. There are also two presentations throughout the semester and each student is required to take 10-minute for speaking about key points in the readings on Buddhist practice and Buddhist attitudes toward contemporary issues.

"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.

Every week, students will receive feedback from the instructor on their submission in the discussion board, the essay, and the test. The students will also receive a reading list before the mid-term of the semester, so they can select some readings for initial screening to decide the topics for their final papers. before the thanksgiving and after the spring break, students may submit one-page outline to the instructor for double checking if their topic and outline would be feasible for a good final paper. The instructor will foster each step of the students toward finishing the final paper and the presentations.

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

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

[an introduction to buddhism Harvey 2nd ed-9-15.pdf](#)

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

[Sponberg, Alan \(1992\) - Attitudes toward Women and the Feminine in Early Buddhism.pdf](#)

Admin Only

Mandatory Review Implementation Needed

Form Submission - Proposer

Submitted for Approval | Proposer

Huaiyu Chen - October 6, 2023 at 1:52 PM (America/Phoenix)

Department Approval

Approved

Joan McGregor - October 6, 2023 at 2:10 PM (America/Phoenix)

Richard Amesbury

Provost's Office Review

Approved

Kaitlyn Dorson - October 6, 2023 at 2:51 PM (America/Phoenix)

April Randall

Literacy and Critical Inquiry Mandatory Review

Acknowledgement Requested

Patricia Webb

Brent Scholar - October 23, 2023 at 10:47 AM (America/Phoenix)

Resubmit

Please resubmit with detailed assignment information for the writing assignments in the course, highlighting how the assignments gather, interpret, and evaluate evidence, Criterion 3. Please also describe the two substantial writing assignments, Criterion 4. A consolidated list of the assignment with the associated point value would be helpful for Criterion 2. Please note that in-class exams cannot be used for L designation, and discussion boards do not meet Criterion 4.

Emily Mertz

Ashli Morgan

General Studies Council Meeting

Waiting for Approval

Kaitlyn Dorson

April Randall

Proposer Notification

Notification

Huaiyu Chen
