

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
Sandra Correa	sandra.correa@asu.edu	6026808369

College/School	Department/School
The College of Liberal Arts and Sciences (CLA)	School of International Letters and Cultures (CLAN-LIT)

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
SPA	425	3

Course Information

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

Course Title

Understanding Spain: Literature and Culture Before 1700

Course Catalog Description

Surveys Spanish literature from its beginning to 1700.

Is this a crosslisted course?

No

Is this course offered by another academic unit?

Yes

Shared Departments/Schools

School of Humanities, Arts, and Cultural Studies (CHUMARTCLT)

Statement of Support #1

Statement of Support #2

Statement of Support #3

[0_SPA 425 New College Support Statement \(1\).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 Kualu CM.

Yes

Identify the submitted documentation that provides evidence.

Course Syllabus

Provide detailed evidence of how this course meets this criterion.

Prerequisites or enrollment requirements: SPA 313, SPA 314, SPA 315, SPA 316, SPA 412 or 413 ENG 101, 105, or 107 with C or better; SPA 325 OR Visiting University Student (having obtained C or higher grade)(see highlighted text on Assignments Description on page #1).

"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 in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.

Homework and Reading Analysis 30%

Discussion Forum 5%

Quizzes 10%

Short Essays 20%

Final Essay 30%

Oral Final Presentation 10%

Identify the submitted documentation that provides evidence.

Course Syllabus

How does this course meet the spirit of this criterion?

Homework and Reading Analysis (25%)

Students will complete weekly assigned readings that would help to comprehend the readings, their structures, contexts, social and historic elements. Then, she/he will write in the discussion forum a short personal analysis of each reading, its genre elements, narrative structures, and character's complexities using intertextual exemplifications and justification of your own analysis.

Discussion Forum (5%)

Students will write personal opinions on a particular reading perspective applying intertextual citations and building his/her own academic justification and make two relevant comments on their classmates' personal opinions to their specific point of view.

Quizzes(10%)

Students will responds essay questions on assigned readings.

Short Essays (20%)

Students will write three (3) short essays on the narrative and poetry sections discussed in the course.

Final Essay (30%)

Students will write a final essay at the end of the semester. He/she will decide on a reading and a topic provided for the instructor, then elaborate an outline and ultimately write a final essay.

Oral Final Presentation (10%)

Students will create an oral presentation describing his/her final essay, using images, brief keywords, and key phrases selected from the essay that will convey your academic point of view in an oral/visual format.

Provide detailed evidence of how this course meets this criterion (i.e. where in the syllabus).

Course Syllabus page 4

"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.

Describe the way(s) in which this criterion is addressed in the course design.

Homework and Reading Analysis

Students will complete weekly assigned readings that would help to comprehend the readings, their structures, contexts, social and historic elements. Then, she/he will write in the discussion forum a short personal analysis of each reading, its genre elements, narrative structures, and character's complexities using intertextual exemplifications and justification of your own analysis.

Identify the submitted documentation that provides evidence.

Course Syllabus

How does this course meet the spirit of this criterion?

Short Essays

Students will write three Short Essays (20%) and a Final Essay (30%) which will count for the 50% of the grade. Although students cannot choose a text read in class, they can choose one from an author included in the course program. Remember, the texts must have been published from Spanish Medieval to Golden Age century and the author must be a Spanish writer.

Include a brief introduction to the author (biography). Mention the place that the work occupies in the author's corpus (is this his most outstanding work? what notable works did he publish before and/or after?). Place the author in the context of literary movements, analyze the theme, and define the style. Don't forget to include a critical interpretation.

Students working on a poem, must attach it (5th page), count the syllables of the first 4 lines, identify rhyme and rhetorical figures.

Students analyzing a story, must include the type of narration (didactic, fantastic, realistic, etc.), issue a summary of the argument; narrator type (1st, 3rd person); characters; point of view; turning point and climax and especially, style.

Provide detailed evidence of how this course meets this criterion (i.e. where in the syllabus).

(see highlighted text on Assignments Description on page four).

"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 (~2500 words) for an in-depth critical analysis and 10-15 minutes for a presentation. 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 relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements.

Final Essay

At the end of the semester students will write a 1000 words essay (8-9 pages + 1 for the bibliography) on a work on poetry, narrative, or drama of his/her choice, using the MLA Style Manual, in Spanish, font New Times Roman 12, and 1 inch on all margins, including 3 bibliographic sources (apart from the analyzed text, which would be a 4th source).

Although students cannot choose a text read in class, they can choose one from an author included in the program. Remember, the texts must have been published from Medieval Spain to Golden Age Century and the author must be a Spanish Writer studied in the course. Include a brief introduction to the author (biography). Mention the place that the work occupies in the author's corpus (is this his most outstanding work? what notable works did he publish before and/or after?). Place the author in the context of literary movements, analyze the theme, and define the style. Don't forget to include a critical interpretation.

Include 3 academic sources from books or chapters but preferably from articles that appear in the MLA Database (analyzed text does not count). * Remember that you can download those that say "full text" immediately. Do not forget to include the data: Surname, page number, e.g. (Lopez 30).

Final Oral Presentation

Students will create an oral presentation describing your final essay, using images, brief keywords, and key phrases selected from your essay that will convey your academic point of view in an oral/visual format.

Identify the submitted documentation that provides evidence.

(see highlighted text on Assignments Description on page #4).

How does this course meet the spirit of this criterion?

Final Essay and Final Oral Presentation

Provide detailed evidence of how this course meets this criterion (i.e. where in the syllabus).

(see highlighted text on Assignments Description on page #4).

"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.

The course has a duration that corresponds to seven weeks of the semester. In Canvas and under the name of modules, the student will find all the reading required for the week. Among the documents they will find informational texts, primary readings and videos related to both the context and the content of

the readings. Once all the documents have been studied, the students will be able to carry out: the 'Weekly Tests', the 'Essays (or video-essays)' and the 'Participatory Class Projects'. The weekly tests "online" will be based on the knowledge acquired within the unit. The projects will vary and will include blog posts, video forum posts, artistic presentations, etc. There will also be a final project that can be done in groups and will account for 20% of the grade (students will be graded individually).

Under the heading 'Weekly tests' the student will find the test corresponding to each unit. This test will appear on screen for two weeks. To obtain the total score, the student must take the test before 11:59 p.m. on the day the week ends. If the student postpones the test to the following week, he/she will lose 20% of the test grade. The duration of each test is 40 minutes maximum and can only be taken once. Once the test screen is open, it is mandatory to take the test at that moment

Identify the submitted documentation that provides evidence.

Course Syllabus

How does this course meet the spirit of this criterion?

Módulo 1 Week 1

- Module 1: Prueba 1

- Foro de discusión: Cantar del Mío Cid

Módulo 2 Week 2

- Foro de discusión- Nuevos formatos de la literatura clásica

- Module 2: Prueba 2

Módulo 3 Week 3

- Foro de discusión -Textos medievales en castellano antiguo

- Ensayo corto# 1

- Module 3: Prueba 3

Módulo 4 Week 4

- Presentación Oral Edad Media/Renacimiento.

- Ensayo corto #2

- Module 4: Prueba 4

Módulo 5 Week 5

- Justificación del tema de mi ensayo final

- Ensayo corto# 3

- Module 5:Prueba 5

Módulo 6 Week 6

- Research Paper Part 2: Outline of the Research Paper (due in week 7) and Commented Bibliography; Begin Preparing Final Presentation

- Module 6: Prueba 6

Módulo 7 Week 7

- Examen final oral

- Ensayo y Presentación

- Presentación oral final

- Research Paper (Final)

- Module 7: My Course Evaluation

Provide detailed evidence of how this course meets this criterion (i.e. where in the syllabus).

(see highlighted text on Assignments Description on page #8).

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

[SPA 425_ Understanding Spain_ Literature and Culture_REVISED Syllabus \(3\).docx](#)

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

[0_SPA 425 New College Support Statement \(1\).pdf](#)

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

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Sandra Correa-Suarez - March 1, 2023 at 8:44 PM (America/Phoenix)

Department Approval

Approved

Mike Tueller - March 4, 2023 at 8:03 PM (America/Phoenix)

Provost's Office Review

Sent Back

April Randall

Joni Lochtefeld - March 6, 2023 at 9:56 AM (America/Phoenix)

SPA 425 is offered by another academic unit: School of Humanities, Arts and Cultural Studies and will need a statement of support.

Form Submission - Proposer

Submitted for Approval | Proposer

Sandra Correa-Suarez - March 7, 2023 at 12:11 AM (America/Phoenix)

Department Approval

Approved

Mike Tueller - March 7, 2023 at 3:30 PM (America/Phoenix)

Provost's Office Review

Sent Back

April Randall

Joni Lochtefeld - March 7, 2023 at 3:50 PM (America/Phoenix)

Please correct the following:

- SPA 425 is offered by another academic unit: School of Humanities, Arts and Cultural Studies. Please edit within "Course Information" the question "Is this course offered by another academic unit?" to read "yes".
 - Please edit the attached course syllabus title to "Understanding Spain: Literature and Culture Before 1700" as that is the course title in Quali CM.
-

Form Submission - Proposer

Submitted for Approval | Proposer

Sandra Correa-Suarez - March 8, 2023 at 10:39 PM (America/Phoenix)

Department Approval

Approved

Mike Tueller - March 9, 2023 at 10:19 AM (America/Phoenix)

Provost's Office Review

Approved

April Randall

Joni Lochtefeld - March 9, 2023 at 10:31 AM (America/Phoenix)

Literacy and Critical Inquiry Mandatory Review

Acknowledgement Requested

Patricia Webb

Brent Scholar - March 27, 2023 at 4:41 PM (America/Phoenix)

Resubmit

It is unclear how substantive the final essay is, since it notes 8-9 pages (~2000 words) but in the syllabus it states 1000 words, a substantive assignment is 5 pages or about 1250 words so this needs to be clarified. In addition, there needs to be more details on the length of the presentation per Criterion 4 and also the content per Criterion 3. Discussion boards and short papers are not considered for the substantive assignment(s) toward Literacy, Criterion 4.

Emily Mertz

General Studies Council Meeting

Waiting for Approval

April Randall

Joni Lochtefeld

Proposer Notification

Notification

Sandra Correa-Suarez
