

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
Olya Sharifi	osharifi@asu.edu	602-496-1186

College/School	Department/School
Watts College of Public Service & Community Solutions (CPP)	School of Community Resources and Development (CCOMRES)

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
TDM	372	3

Course Information

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

Course Title

Tourism Planning

Course Catalog Description

Applies economic and regional development concepts and theories to destination product development.

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

Identify the submitted documentation that provides evidence.

Syllabus

Provide detailed evidence of how this course meets this criterion.

Students conduct original research into destination product development, they decide to focus on the destination or site scale

"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.

Report (50 Points, or 16.7% of the final grade) You will select a topic for your report based on a tourism plan of your choice. Your report will be 1,500 words (and you can go +/-10% above or below this assignment word count). I encourage you to focus on a particular attraction or destination that interests you. Your report will be structured as a policy and planning critique around how tourism planning impact the community. To provide a critique of policy surrounding the tourism plan that you select, I would also encourage you to include a site plan evaluation with images and maps as visuals and tables if necessary to enhance your text (please note: any maps, visuals, tables and your reference list at the end do not count towards the 1,500-word count). Outline: Section 1 Introduction: Introduce your case and report focus (150 words); Section 2 Review of Concepts: Critically review and critique an academic concept that relates to your case (200 words), informed from the text book, class readings and academic books/journal articles; Section 3 Case Study: Evaluate/critique policies related to your case, use images/maps/plans (700 words); Section 4 Community Impacts: How does your tourism plan case impact the local community (250 words); Section 5 Recommendations: Provide critically informed recommendations (200 words); and all provide all your References: You must provide a reference list using APA style, not part of the overall word count. Formatting points you need to consider: Please use title headings (as underlined above to structure your report, and for your Case Study section put the name of your case), be consistent with your font choice/spacing, and follow the APA referencing style. Be consistent with your style and presentation. Keep in mind if your

report is full of spelling mistakes and is not professionally presented, this will result in a lower grade (this is considered because this is important professional practice for your future career). A grading rubric will be used to evaluate your report. Due 11:59pm on Friday 28 April 2023, via Canvas.

Seminars (120 points @ 20 points each, or 40% of the final grade) Seminars allow you to address the overlaps between theory and practice, based on the content we look at in this course. For each seminar task, expect to write around 800-1000 words to thoroughly respond to the questions asked. Each task allows you to reflect on and express your critical evaluation of the topic. While these are not opinionated tasks, I ask you as a group to inform and align your responses to each task with insights from class readings or from sources that you find as a team. Please also provide a reference list for any practical, policy or academic literature sources that you refer to (reference) in your task assignment. Dates that each seminar is due are noted on the schedule on Pages 3 and 4.

Midterm and Final Exams (100 points @ 50 points each, or 33.3% of the final grade) In this class you will have two exams, a midterm exam and a final exam. Each exam will be worth 50 points and comprise of 20-30 questions, including objective question types (multiple choice, fill-ins, matching and short answer), as well as short answer written components. Questions included on the midterm will include any lecture content, any class-based content, discussion points and insight from readings (text book and journal articles) from Modules 1-8. Questions included on the final will include any lecture content, any class-based content, discussion points and insight from readings (text book and journal articles) from Modules 9-12. Exam grades will not be curved and your grade on each exam will contribute to your overall grade for the class. The midterm exam will be held on 1 March 2023 during the class time, and the final exam will be held on Final Exam: Monday 1 May 2023, 4:50m to 6:40pm.

Attendance, Leading a Reading, and Class Discussion (30 points, or 10% of the final grade) Attendance is a very important component of this class. Your attendance and contribution to discussions will make up a part of your grade in this class (weighted at 30/300 points in this class). To get credit you need to attend each scheduled class, for each class you miss where attendance is taken, 2 points will be deducted from your attendance grade. You should actively contribute to discussions in class by offering your critical reflections of the content matter. You will also be asked to lead a class discussion. When you lead a discussion of the reading, I ask that you briefly summarize the reading. Put emphasis on critical directions and impacts outlined in the article as well as key findings/issues in relation to the topic of the week. Also relate your understanding from the article to content presented and discussed in the textbook or previous classes as appropriate. Please also come up with a question to propose to the class to encourage further debate, engagement and discussion. Please email your question by the evening before the class you will lead the discussion. Not leading a discussion will result in 5 points being deducted from the 30 possible points in this grade weighting. I will assign you to lead one of the readings early in the semester, I will send out a message through Canvas.

Identify the submitted documentation that provides evidence.

syllabus - Page 2

How does this course meet the spirit of this criterion?

Over 50% of the grade is dependent on writing assignments where the students are engaging with the content and making thorough and critical evaluations of the content we cover. Students focus on cases or critical examples or ideas and they gather evidence, make critically informed

interpretations and they write their findings using references and sources to support their findings and interpretations. I also ask students to make critical informed recommendations in each writing assignment that helps show evidence of continuation and solutions.

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

Assignments and Evaluation Procedures on pages 5 and 6

"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.

Students are introduced to a wider range of journal article readings, a number of readings are listed in the syllabus as mandatory readings, and I also provide supplemental readings. I also show the students how to search for academic sources in their own time to supplement the learning outside the class in their own independent study to support their writing assignments. Students for each writing assignment, report or the seminars will seek out and gather evidence that relates to the case or issue that they are focusing on.

Identify the submitted documentation that provides evidence.

Syllabus, in the description of assignments and in the Course Learning Objectives and Outcomes

How does this course meet the spirit of this criterion?

students learn to do independent research, gather, and analyze information, then present interpretations and offer critically informed recommendations

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

Objectives and Outcomes (page 1)

"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.

The report, the seminars are around 1000 words each, but they build each time focusing on different content

Identify the submitted documentation that provides evidence.

Syllabus

How does this course meet the spirit of this criterion?

Students focus on a topic area and provided focused depth. I support students with feedback on writing and developing arguments to support their learning and enhance their writing in future

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

summary of graded assignments on page 6

"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 assignments are spread through the semester, especially the seminars to allow students to connect and build arguments and they get feedback in a timely manner before the next seminar. The feedback (or feed forward) provided helps them with the next assignment and all leads up to the report so that their writing and development of arguments is stronger by the time they work on this assignment

Identify the submitted documentation that provides evidence.

Syllabus

How does this course meet the spirit of this criterion?

Feedback is given within 72 hours of submission

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

Grading Procedure (page 6), and outlined in the Course Structure and Schedule (pages 3 and 4)

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

[TDM 372.docx](#)

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

[Table of contents.pdf](#)

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

Form Submission - Proposer

Submitted for Approval | Proposer

Olya Sharifi - February 13, 2023 at 2:52 PM (America/Phoenix)

Department Approval

Approved

Christine Buzinde

Irma Carmona - June 2, 2023 at 5:07 PM (America/Phoenix)

Provost's Office Review

Approved

April Randall

Kaitlyn Dorson - September 1, 2023 at 5:13 PM (America/Phoenix)

Literacy and Critical Inquiry Mandatory Review

Acknowledgement Requested

Patricia Webb

Brent Scholar - September 25, 2023 at 11:46 AM (America/Phoenix)

Resubmit

Thank you for the submission. Please provide some clarifications on how your syllabus meets the "L" criteria. Please clarify what "seminars" entail. Are these team projects? If so please clarify how each student gathers, interprets, and evaluates evidence (per criterion 2). Also, the syllabus does not indicate two sustained in-depth assignments (criterion 4).

Emily Mertz

Ashli Morgan

General Studies Council Meeting

Waiting for Approval

Kaitlyn Dorson

April Randall

Proposer Notification

Notification

