New York City College of Technology
Interdisciplinary Committee
Course Review Form

DATE: 03/24/14

REVIEWER: Aida Egues

COURSE TITLE & NUMBER: CST 1102 Programming Narratives: Computer Animated Storytelling

CREDIT HOURS: 3

PREREQUISITES: ENG 1101 English Composition I and CUNY proficiency in Mathematics

COURSE IS: ☐ Existing ☑ New ☐ In development

PROPOSED COURSE DESIGNATION: ☑ College Option ☐ elective ☐ Capstone ☐ other:

DEPARTMENT HOUSED IN: Computer Systems Technology

PROPOSED STRUCTURE (e.g., co-taught, guest lecture, LC, other): Co-taught

CREDIT DISTRIBUTION (if co-taught): 1.5 workload hours per instructor

CATALOG DESCRIPTION: No Catalog Description provided. Course description as provided in the Application for Interdisciplinary Course Designation proposal follows:

In this interdisciplinary course, through the study of the structure of narrative, concepts of problem solving, and the logic of computer programming languages, students develop a narrative-driven video game prototype. Emphasis is placed on creative writing and computational thinking.

DESCRIBE & EVALUATE HOW COURSE MEETS INTERDISCIPLINARY CRITERIA:

This course for non-majors facilitates that students merge and leverage the different perspectives and methodologies of two academic disciplines (English and computing) in pursuit of a common goal, that is, to create a narrative-driven videogame prototype that students can identify as transferring knowledge between seemingly exclusive domains. The course purposefully connects and integrates learning outcomes across English and computer disciplines knowledge and skills to solve problems by having students draw on readings of short narratives of various kinds to connect effective narrative elements to write and program engaging stories. The course will have students synthesize and transfer knowledge across disciplinary boundaries by having them prepare an annotated bibliography and game design document to create a narrative-driven video game prototype. The course allows students to comprehend factors inherent in complex problems by challenging them to map the structure of their narrative into constructs of logic inherent to computer programming languages, resulting in more insight into both the creative writing processes as well as their computer programming writing processes. The course addresses the general learning outcome of recognizing varied perspectives in that the reading of various kinds of short narratives (e.g., fantasy, fiction, historical fiction, horror, myth, plays, science fiction, short stories, and quests) will help students make the kinds of connections necessary to recognize synergies between writing stories and writing programs. Lastly, the course allows students to think

critically, communicate effectively, and work collaboratively by challenging students to problem solve on a group project embracing both writing and computing to create a video game prototype and an accompanying game design document.

DESCRIBE & EVALUATE THE INTERDISCIPLINARY STRUCTURE:

The course has an interdisciplinary theme as its nucleus in that will be co-taught by members of the English and Computer Systems Technology (CST) departments. The course is designed to be housed in CST, to eventually be cross-listed in the English department. All course sections will be co-taught by members of the English and the CST departments. The evaluation framework and proposer's rational for co-teaching are in the spirit of interdisciplinarity.

DOES COURSE MEET REQUIREMENTS FOR GENERAL EDUCATION?

The course does meet the requirements for general education, addressing: 1) knowledge, 2) skills, 3) integration, and 4) values, ethics, and relationships.

STRENGTHS:

The course has many strengths as an interdisciplinary course in that it: 1) bridges two distinct academic disciplines (English and CST) by applying problem-solving strategies for creative writing and computational thinking, 2) has a clear structure, and strategies/resources that would be implemented to facilitate students' ability to make connections across the respective academic disciplines, 3) satisfies both the College Option component of the general education as well as elective course requirements, 4) provides opportunity for students interested in video games to explore narrative structure, and 5) since the computing component is more conceptual than practical (students will not learn a practical skill like a programming language), the course satisfies the consideration of computational thinking as part of the Liberal Arts/natural sciences and mathematics category.

WEAKNESSES:

None noticed.