New York City College of Technology
Interdisciplinary Committee
Course Review Form

DATE: March 24, 2014

REVIEWER: Andleeb Zameer, David B Smith

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

CREDIT HOURS: 3

PREREQUISITES: ENG 1101 English Composition 1 and CUNY proficiency in Mathematics

COURSE IS: □ Existing X□ New □ In development

PROPOSED COURSE DESIGNATION: X□ College Option X□ 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 each

CATALOG DESCRIPTION: 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?

Creative writing skills and computer programming skills are two seemingly exclusive domains. CST 1102, the proposed course, will bring these two domains together; creative writing skills and problem solving using logic inherent in computer programming languages. Traditionally, students learn creative writing skills in an English composition course and computer programming skills in a computer programming course. The proposed course meets interdisciplinary criteria by bringing two very different disciplines under one common theme of computer programming-related problem solving skills.

The proposed course also adequately addresses the **mandatory learning outcomes** and three additional learning outcomes to satisfy the criteria of an interdisciplinary course;
1. **Purposefully connect and integrate across-discipline knowledge and skills to solve problems**: Based on their readings of short narratives, students will write and program engaging stories.

2. **Synthesize and transfer knowledge across disciplinary boundaries**: Students prepare annotated bibliography and game design document which requires knowledge transfer across disciplines. Students are also required to learn how to employ software tools to facilitate design and documentation assignments

3. Comprehend factors inherent in complex problems: A narrative written in English will be translated into a computer program, a complex task. Students should gain more insight both in their creative writing processes as well as their computer programming skills.

4. Recognize varied perspectives: Students will draw on short narratives of various kinds including myth, fantasy, science fiction, horror etc. and apply these narratives to construct video game prototype.

5. Think critically, communicate effectively, and work collaboratively: Critical thinking is required to analyze narrative structure, to compare and contrast stories, and to perform narrative-driven computer programming. Students also work in a group project to create a video game prototype.

DESCRIBE & EVALUATE THE INTERDISCIPLINARY STRUCTURE?
<**Consider:** an interdisciplinary course at City Tech the course must be team taught by more than one faculty member from two or more departments in the College. An interdisciplinary course, by definition, has an interdisciplinary theme as its nucleus. Lastly, is the proposer's rational for chosen structure (e.g., guest lecture, co-taught, etc.) in the spirit of interdisciplinarity?>

The proposed course satisfies the interdisciplinary structure requirement as the course will be co-taught by faculty from two different departments; Professor Candido Cabo from Computer Systems Technology and Professor Reneta Lansiquot from English. Each professor will receive one half of the workload credit for the course.

DOES COURSE MEET REQUIREMENTS FOR GENERAL EDUCATION? < see links for criteria
CityTech: http://www.300jaystreet.com/college-council/curriculum_proposals/past_proposals
NYS: http://www.highered.nysed.gov/ocue/lrp/liberalarts.htm >

The proposed course satisfies General Education Requirements. The course outline includes the following Gen Ed SLOs and appropriate assessment methods for each SLO;
1. **Skills**/Inquiry/Analysis

2. **Skills**/Communication

3. **Integration**/Work productively within and across disciplines

4. **Integration**/Information Literacies

5. **Values, Ethics, and Relationships**/Professional/Personal Development

STRENGTHS:

1. The proposed interdisciplinary course, CST 1102, is based on a previously tested paradigm that was created as part of a first year learning community (FYLC) between CST 1101 and ENG 1101. CST 1102 draws upon the best practices and lessons learned from that FYLC and creates a general education co-taught interdisciplinary course that will fulfill a requirement for all students at the college.

2. Course outline is well written with a weekly breakdown of the two interdisciplinary components; Writing and Computing.