

CURRICULUM MODIFICATION PROPOSAL FORM

This form is used for all curriculum modification proposals. See the [Proposal Classification Chart](#) for information about what types of modifications are major or minor. Completed proposals should be emailed to the Curriculum Committee chair.

Title of Proposal	LIB 3000/ARCH 3000 Learning Places
Date	8/25/14
Major or Minor	Major
Proposer's Name	Jason Montgomery and Maura Smale
Department	Architectural Technology and Library
Date of Departmental Meeting in which proposal was approved	TBD
Department Chair Name	Shelley Smith and TBD
Department Chair Signature and Date	TBD
Academic Dean Name	Kevin Hom and Bonne August
Academic Dean Signature and Date	TBD
Brief Description of Proposal (Describe the modifications contained within this proposal in a succinct summary. More detailed content will be provided in the proposal body).	This document proposes a new interdisciplinary course, LIB 3000/ARCH 3000 Learning Places, to be taught by faculty from the Architectural Technology and Library departments.
Brief Rationale for Proposal (Provide a concise summary of why this proposed change is important to the department. More detailed content will be provided in the proposal body).	The built environment is a critical context that impacts all of our daily lives on multiple levels, including our sense of community and cultural heritage, temper and well-being, physical accessibility and mobility to name a few. Therefore it is important that we understand the nature of our built environment and the forces that guide its development. An interdisciplinary approach to investigating the built environment provides a rich educational experience and a model for effective research.
Proposal History (Please provide history of this proposal: is this a resubmission? An updated version? This may most easily be expressed as a list).	New Course Proposal – 8/25/14

Please include all appropriate documentation as indicated in the Curriculum Modification Checklist.

For each new course, please also complete the New Course Proposal and submit in this document.

Please submit this document as a single .doc or .rtf format. If some documents are unable to be converted to .doc, then please provide all documents archived into a single .zip file.

ALL PROPOSAL CHECK LIST

Completed CURRICULUM MODIFICATION FORM including:	x
• Brief description of proposal	x
• Rationale for proposal	x
• Date of department meeting approving the modification	
• Chair's Signature	
• Dean's Signature	
Evidence of consultation with affected departments List of the programs that use this course as required or elective, and courses that use this as a prerequisite.	
Completed Chancellor's Report Form .	x

1. Chancellor's Report Template for New or Experimental Courses

Section AIV: New Courses

AIV.1. Library Department/ Architectural Technology Department

Course Number: LIB 3000/ARCH 3000

Title: Learning Places

Hours: 1 Class Hour, 4 Lab Hours

Credits: 3 Credits

Prerequisites: ENG1101 and 1 course in the Flexible Common Core

Course Description: This special topics course offers an interdisciplinary approach to investigating our built environment using a case study focused on a specific place each semester. Students from multiple departments learn together in a methodology that combines physical examination through the lens of architecture and urban studies with information research and data collection through the lens of information studies.

Rationale: The built environment is a critical context that impacts all of our daily lives on multiple levels, including our sense of community and cultural heritage, temper and well-being, physical accessibility and mobility to name a few. Therefore it is important that we understand the nature of our built environment and the forces that guide its development. An interdisciplinary approach to investigating the built environment provides a rich educational experience and a model for effective research.

Evidence of Consultation with Affected Departments

TBD, we plan to contact ADGA, Human Services, and Social Sciences once the semester begins

New York City College of Technology, CUNY

NEW COURSE PROPOSAL FORM

This form is used for all new course proposals. Attach this to the [Curriculum Modification Proposal Form](#) and submit as one package as per instructions. Use one New Course Proposal Form for each new course.

Course Title	Learning Places
Proposal Date	8/25/14
Proposer's Name	Jason Montgomery and Maura Smale
Course Number	LIB 3000/ARCH 3000
Course Credits, Hours	3 credits, 1 classroom hour, 4 lab hours
Course Pre / Co-Requisites	ENG 1101 and 1 Flexible Core Course
Catalog Course Description	This special topics course offers an interdisciplinary approach to investigating our built environment using a case study focused on a specific place each semester. Students from multiple departments learn together in a methodology that combines physical examination through the lens of architecture and urban studies with information research and data collection through the lens of information studies.
Brief Rationale Provide a concise summary of why this course is important to the department, school or college.	The built environment is a critical context that impacts all of our daily lives on multiple levels, including our sense of community and cultural heritage, temper and well-being, physical accessibility and mobility to name a few. Therefore it is important that we understand the nature of our built environment and the forces that guide its development. An interdisciplinary approach to investigating the built environment provides a rich educational experience and a model for effective research.
Intent to Submit as An Interdisciplinary Course	This course is submitted as a College Option Interdisciplinary course.

Please include all appropriate documentation as indicated in the NEW COURSE PROPOSAL Combine all information into a single document that is included in the Curriculum Modification Form.

NEW COURSE PROPOSAL CHECK LIST

Use this checklist to ensure that all required documentation has been included. You may wish to use this checklist as a table of contents within the new course proposal.

Completed NEW COURSE PROPOSAL FORM	
• Title, Number, Credits, Hours, Catalog course description	x
• Brief Rationale	x
Completed Library Resources and Information Literacy Form	
Course Outline	
Include within the outline the following.	
Hours and Credits for Lecture and Labs If hours exceed mandated Carnegie Hours, then rationale for this	x
Prerequisites/Co- requisites	x
Detailed Course Description	x
Course Specific Learning Outcome and Assessment Tables <ul style="list-style-type: none"> • Discipline Specific • General Education Specific Learning Outcome and Assessment Tables 	x
Example Weekly Course outline	x
Grade Policy and Procedure	x
Recommended Instructional Materials (Textbooks, lab supplies, etc)	x
Library resources and bibliography	x
Course Need Assessment.	
Describe the need for this course. Include in your statement the following information.	x
Target Students who will take this course. Which programs or departments, and how many anticipated? Documentation of student views (if applicable, e.g. non-required elective).	x
Projected headcounts (fall/spring and day/evening) for each new or modified course.	x
Where does this course overlap with other courses, both within and outside of the department?	x
Does the Department currently have full time faculty qualified to teach this course? If not, then what plans are there to cover this?	x
Course Design	
Describe how this course is designed.	
Course Context (e.g. required, elective, capstone)	x
Course Structure: how the course will be offered (e.g. lecture, seminar, tutorial, fieldtrip)?	x
Anticipated pedagogical strategies and instructional design (e.g. Group Work, Case Study, Team Project, Lecture)	x
How does this course support Programmatic Learning Outcomes?	x
Is this course designed to be partially or fully online? If so, describe how this benefits	x

students and/or program.	
Additional Forms for Specific Course Categories	
Interdisciplinary Form (if applicable)	x

Course Needs Assessment

Our cities, streets, squares, and neighborhoods are the backdrop for the drama of our lives. They are a testament to those who came before us and built these places. They are a touchstone for issues that are wide ranging across many disciplines. Cities are increasingly the critical habitat and environment of the future. As urban populations grow, the pressure on existing urban conditions to change and adapt will increase. How should this change occur? What is the significance of the city that we have today? How can we ensure that our built environment is sustainable and resilient? How should issues of gentrification, social justice and economic segregation be addressed in the context of densification and redevelopment? These questions are not limited to one discipline; they require an interdisciplinary approach. It is important, therefore, that our students understand the nature of our cities, the complex forces that guide their development and the cultural inheritance imbedded in them. This understanding will be critical to the future development of our cities that each student contributes to through their life's work.

To accomplish this, students require a methodology and strategy for investigating the built environment. Therefore this course will be centered on investigation and research. Today's students have an ever growing access to virtual information and research sources. This access to virtual sources threatens to weaken or sever students' connection to real experiences and places during their formative educational years. This course addresses this growing problem by offering an experiential and non-virtual approach to investigation with an emphasis on direct field investigation and research that brings students face to face with *primary sources*. Careful observation will be the threshold skill that enables the rigorous investigation and research to take place.

Each semester the course will focus on one new place (usually in New York City). Places will be selected based on historical/cultural significance, current or recent events, or subjects being explored in courses across the curriculum. Students will work in teams in a forensic manner to first document the existing condition of the place through notes, sketches, and photographs. Next the students will propose a research methodology and develop a bibliography for the place, searching for primary sources pertaining to important issues inherent to the place including its physical and social development and evolution, its history, and its cultural significance. Then they will visit libraries and archives to further research primary source materials. From the site documentation and the primary sources, the students will develop new documents (written and graphic) to record and illustrate the layers of complexity embedded in the place as well as the chronological stages of development of the place and its significance. These documents will be organized and made accessible via the development of an OpenLab project site. They will finish by preparing a final report that includes a broad assessment of the place and guidelines for interventions and/or preservation of the place. The OpenLab project site that students create will remain publicly available after the course has concluded, so it may become a resource for anyone interested in the place.

As an interdisciplinary elective course, we expect students to be drawn from many departments across the college, and for one section of the course to be offered each academic year (beginning in the Fall 2015 semester), enrolling 20 students. There is not excessive overlap of this course with other courses that are currently offered at the college. Architectural Technology offers a course in the History of New York City Architecture, though it does not take an in-depth approach to one building or area of the city in the same way that our course will. The Library Department offers a course in Research and Documentation for the Information Age – an introductory course on information-based research that does not delve into primary source and archival research to the extent that our course will.

This course requires at a minimum two faculty, one each from the Architectural Technology Department and the Library. The course is flexible and can include one additional faculty member as a primary instructor. In the typical semester, the faculty member from the Architectural Technology Department will lead the fieldwork investigation and the development of the report and graphic materials. The Library faculty member will guide the research methodology, bibliography and primary source investigation. In the case of an additional faculty member, we envision shared leadership on the fieldwork investigation and the addition of workshops in which the faculty can conduct activities that allow the disciplines to debate the impacts and interrelationships of the complex issues arising from the place.

After the course is established, other faculty from both departments can help sustain the course, especially Anne Leonard from the Library and Michael Duddy from the Architectural Technology Department. All of us have participated in the Living Lab Seminar and have the experience and knowledge to apply a broad-based, general education, multidisciplinary approach to this course.

Library Department / Department of Architectural Technology

LIB 3000/ARCH 3000 LEARNING PLACES

1 classroom hour, 4 lab/studio hours, 3 credits

Course Description: This special topics course offers an interdisciplinary approach to investigating our built environment using a case study focused on a specific place each semester. Students from multiple departments learn together in a methodology that combines physical examination through the lens of architecture and urban studies with information research and data collection through the lens of information studies.

Course context: This course is an Interdisciplinary Liberal Arts and Sciences Course that applies toward the BTech/BS General Education Common Core College Option requirements.

Prerequisites: ENG 1101 and any Flexible Core Course

Recommended Texts: Crowe, Norman, and Paul Laseau. *Visual Notes for Architects and Designers*. Hoboken, NJ: Wiley, 2012. Print.

Attendance Policy: No more than 10% absences are permitted during the semester. For the purposes of record, two lateness are considered as one absence. Exceeding this limit will expose the student to failing at the discretion of the instructor.

Course Structure: This course combines a series of research seminars with field work, site visits and documentation, and on and off campus research. A combination of individual and team assignments as well as class participation are the basis for the final grade. The culmination of the weekly assignments is the Final Report as well as a Wikipedia Entry or Existing Site Editing. The Final Report will be published on the Open Lab and accessible to the entire City Tech community.

Grading: Final grade will be determined according to the following grade weighting:

50%	Site Documentation Reports
10%	Annotated Bibliography
15%	Team Research Assignment
20%	Final Report Assignment
5%	Class Participation

Academic Integrity: Students and all others who work with information, ideas, texts, images, music, inventions and other intellectual property owe their audience and sources accuracy and honesty in using, crediting and citation of sources. As a community of intellectual and professional workers, the college recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension and expulsion.

General Education Learning Outcomes / Assessment Methods

Learning Outcomes	Assessment Methods
Upon successful completion of this course the student shall be able to:	To evaluate the students' achievement of the learning objectives, the professor will do the following:
1. Develop, purposefully connect and integrate knowledge from a range of architectural, urban studies, information science, and other disciplinary perspectives presented in the course.	1. Review the final report to evaluate integrative, multidisciplinary thinking.
2. Utilize skills in inquiry/analysis to derive meaning from experience as well as gather information from observation.	2. Review the students' research notes and diagrams.
3. Integrate information literacies by gathering, interpreting, evaluating and applying information discerningly from a variety of sources.	3. Review the students' research methodology proposal and bibliography to evaluate critical thinking and analysis across disciplines.

Interdisciplinary Learning Outcomes / Assessment Methods

Learning Outcomes	Assessment Methods
Upon successful completion of this course the student shall be able to:	To evaluate the students' achievement of the learning objectives, the professor will do the following:
1. Purposefully connect and integrate across-discipline knowledge and skills to solve problems.	1. Review student reflections and the final report to evaluate integrative, multidisciplinary thinking.
2. Synthesize and transfer knowledge across disciplinary boundaries.	2. Review student reflections and the final report to evaluate integrative, multidisciplinary thinking.
3. Comprehend factors inherent in complex problems.	3. Review the students' research methodology proposal and bibliography to evaluate critical thinking and analysis across disciplines.
4. Think critically, communicate effectively, and work collaboratively.	4. Review the students research notes and diagrams; Review the final report to evaluate critical thinking, effective communication, and effective collaboration.
5. Become flexible thinkers.	5. Review the students' notes, sketches, and photographs to evaluate the discovery process.

Course Intended Learning Outcomes / Assessment Methods

Learning Outcomes	Assessment Methods
Upon successful completion of this course the student shall be able to:	To evaluate the students' achievement of the learning objectives, the professor will do the following:
1. Use the city as a laboratory for learning.	1. Review the students' notes, sketches, and photographs to evaluate the care of observation and the reflection of important issues discovered.
2. Develop a methodological approach to research.	2. Review the students' research methodology proposal and bibliography to evaluate critical thinking and analysis across disciplines.
3. Understand the cultural, social and economic processes that guide the physical development of the built environment.	3. Review the students research notes and diagrams; Review the final report to evaluate integrative, multidisciplinary thinking.
4. Use analytical skills to investigate places.	4. Review the students' notes, sketches, and

	photographs to evaluate the care of observation and the reflection of important issues discovered.
5. Develop, document, catalogue, and organize information to make it accessible to the public.	5. Review the students' notes, sketches, and photographs to evaluate the care of observation and the reflection of important issues discovered; Review the final report to evaluate integrative, multidisciplinary thinking.
6. Apply observational skills to research and analysis.	6. Review the students' notes, sketches, and photographs to evaluate the care of observation and the reflection of important issues discovered.

Course Outline

WEEK 1:

Week 1 Lecture: Course Introduction

Week 1 Lab: Review of Research Methodologies, Source Evaluation

Readings: How Search Works, Evaluating Internet Sources

WEEK 2:

Week 2 Lecture: Site Introduction

Readings: Wikipedia article on Times Square, Encyclopedia of New York City article on Times Square

Week 2 Lab: Field Visit: General Review

Week 2 Homework: Site Reflection

WEEK 3:

Week 3 Lecture: Research Seminar: Site Background, Library and Internet Research

Reading: Architectural Technology Subject Guide

Week 3 Lab: Field Visit: Site Observation & Documentation

Week 3 Homework: Site Observation Sketches and Notes

WEEK 4:

Week 4 Lecture: Research Seminar: Information Sources & Primary Sources

Readings: Primary, Secondary, and Tertiary Sources, What are Primary Sources?

Week 4 Lab: Field Visit: Site Observation & Documentation

Week 4 Homework: Site Observation Sketches and Notes

WEEK 5:

Week 5 Lecture: Research Seminar: Identify Research Tracks and Teams

Week 5 Lab: Team Research Organization, Wikipedia Campus Ambassador Presentation

Reading: Nicholson Baker "The Charms of Wikipedia"

Week 5 Homework: Team Research Outline & Task List

WEEK 6:

Week 6 Lecture: Research Seminar: Digital Maps and Sketchup Documentation

Readings: Historic Maps as Historian's Evidence, Making Sense of Maps

Week 6 Lab: Field Visit: NYPL Map Room

Week 6 Homework: Map Research Notes

WEEK 7:

Week 7 Lecture: Research Seminar: Archival Sources

Readings: Introduction to Archives, Digital Archives Materials, What are archives and how do they differ from libraries?

Week 7 Lab: Field Visit: Archives (Either the New York Historical Society or the Museum of the City of New York)

Readings: About page and other selections of the website for whichever archive we visit
Week 7 Homework: Archive Research Notes

WEEK 8:

Week 8 Lecture: **Research Seminar: Data Sources and GIS Documentation and Analysis**

Week 8 Lab: **Field Visit: Site Observation & Documentation**

Week 8 Homework: Site Observation Sketches and Notes

WEEK 9:

Week 9 Lecture: **Team Progress Presentations**

Week 9 Lab: **Team Progress Presentations, Final Deliverable Assignments**

Week 9 Homework: Reflection on Progress, Next Steps

WEEK 10:

Week 10 Lecture: **Final Report Mock Up**

Week 10 Lab: **Research Documentation: Annotated Bibliography**

Readings: Annotated Bibliography, Quoting, Paraphrasing, and Summarizing, Why and How to Avoid Plagiarism, Is it Plagiarism Yet?

Week 10 Homework: Annotated Bibliography

WEEK 11:

Week 11 Lecture: **Wikipedia Campus Ambassador Presentation**

Week 11 Lab: **Presentation Tools Workshop**

Reading: How to Use Prezi

WEEK 12:

Week 12 Lecture: **Report Development**

Week 12 Lab: **Report Development Review**

Week 12 Homework: Draft of Final Report / Wikipedia edits finished

WEEK 13:

Week 13 Lecture: **Report Development**

Week 13 Lab: **Report Development Review**

Week 13 Homework: Continue working on Final Report and Presentation

WEEK 14:

Week 14 Lecture: **Final Editing**

Week 14 Lab: **Final Editing**

Week 14 Homework: Continue working on Final Report and Presentation

WEEK 15:

Week 15 Lecture: **Formal Presentation of Report**

Week 15 Lab: **Reflection**

Course Readings

Annotated Bibliography, City Tech Library:

http://library.citytech.cuny.edu/research/subjectGuides/wiki/index.php/Annotated_Bibliography

Architectural Technology Subject Guide, City Tech Library:

http://library.citytech.cuny.edu/research/subjectGuides/wiki/index.php/Architectural_Technology

Baker, Nicholson. "The Charms of Wikipedia." *The New York Review of Books*. N.p., 20 Mar. 2008. 55(4) <http://www.nybooks.com/articles/archives/2008/mar/20/the-charms-of-wikipedia/>

Digital Archives Materials, Purdue OWL:

<http://owl.english.purdue.edu/owl/resource/988/07/>

Evaluating Internet Sources, University of Illinois Libraries:

http://www.library.illinois.edu/export/ugl/howdoi/evaluate_internet.pdf

Evaluating Sources, City Tech Library:

<http://library.citytech.cuny.edu/uploads/recap.pdf>

Historic Maps as Historian's Evidence, Newberry Library:

http://publications.newberry.org/frontiertoheartland/exhibits/show/perspectives/historicmaps/maps_asevidence

How Search Works, Google:

http://static.googleusercontent.com/media/www.google.com/en/us/intl/en/insidesearch/howsearch_works/assets/searchInfographic.pdf

How to Use Prezi, Oregon State University:

<http://oregonstate.edu/tac/how-to-use/prezi>

Introduction to Archives, Purdue OWL:

<http://owl.english.purdue.edu/owl/resource/988/01/>

Is It Plagiarism Yet? Purdue OWL:

<http://owl.english.purdue.edu/owl/resource/589/02/>

Making Sense of Maps, George Mason University and the American Social History Project, CUNY

<http://historymatters.gmu.edu/mse/maps/>

Primary, secondary, and tertiary sources, Virginia Tech University Libraries:

<http://www.lib.vt.edu/help/research/primary-secondary-tertiary.html>

Quoting, Paraphrasing, and Summarizing, Purdue OWL:

<http://owl.english.purdue.edu/owl/resource/563/01/>

Times Square, Wikipedia:

http://en.wikipedia.org/wiki/Times_Square

What are archives and how do they differ from libraries? Society of American Archivists:

<http://www2.archivists.org/usingarchives/whatarearchives>

What are primary sources? Yale University Libraries:

http://www.yale.edu/collections_collaborative/primarysources/primarysources.html

Why and How to Avoid Plagiarism, City Tech Library:

<http://library.citytech.cuny.edu/instruction/plagiarism/index.php>

Bibliography

Badke, William. *Research Strategies: Finding Your Way Through the Information Fog*. New York: luniverse, 2014.

Devine, Jane, and Egger-Sider, Francine. *Going Beyond Google Again: Strategies for Using and Teaching the Invisible Web*. Chicago: ALA-Neal Schuman, 2013.

Jackson, Kenneth T. *The Encyclopedia of New York City, 2nd edition*. New Haven, CT: Yale University Press, 2010.

Miller, Kristine F. *Designs on the Public: The Private Lives of New York's Public Spaces*. Minneapolis: University of Minnesota Press, 2007.

Reichl, Alexander J. *Reconstructing Times Square: Politics and Culture in Urban Development*. Lawrence, KS: University Press of Kansas, 1999.

Sagalyn, Lynne B. *Times Square Roulette: Remaking the City Icon*. Cambridge, MA: MIT Press, 2001.

Taylor, William R., ed. *Inventing Times Square: Commerce and Culture at the Crossroads of the World*. Baltimore: Johns Hopkins University Press, 1996.

LIBRARY RESOURCES & INFORMATION LITERACY: MAJOR CURRICULUM MODIFICATION

Please complete for **all** major curriculum modifications. This information will assist the library in planning for new acquisitions; it will not affect curriculum proposals either positively or negatively.

Consult with library faculty subject selectors (<http://cityte.ch/dir>) **3 weeks in advance** when planning course proposals to ensure enough time to allocate budgets if materials need to be purchased.

Course proposer: please complete boxes 1-4. **Library faculty subject selector:** please complete box 5.

1	Title of proposal Learning Places (LIB 3000/ARCH 3000)	Department/Program Library/Architectural Technology
	Proposed by (include email & phone) Jason Montgomery, jmontgomery@citytech.cuny.edu , 718-260-5994; Maura Smale, m-smale@citytech.cuny.edu , 718-260-5748	Expected date course(s) will be offered Fall 2015 # of students 20

2	<p>Are City Tech library resources sufficient for course assignments? Please elaborate.</p> <p>The library's book collections are sufficient for most of our course assignments, though we have a few items to recommend for purchase (below). We will use library databases in the course.</p>
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3	<p>Are additional resources needed for course assignments? Please provide details about format of resources (e.g., ebooks , journals, DVDs, etc.), author, title, publisher, edition, date, and price.</p> <p>Crowe, Norman, and Paul Laseau. <i>Visual Notes for Architects and Designers</i>. Hoboken, NJ: Wiley, 2012. \$47.00</p> <p>Devine, Jane, and Egger-Sider, Francine. <i>Going Beyond Google Again: Strategies for Using and Teaching the Invisible Web</i>. Chicago: ALA-Neal Schuman, 2013. \$75.00</p> <p>Sagalyn, Lynne B. <i>Times Square roulette: Remaking the city icon</i>. Cambridge, MA:</p>
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MIT Press, 2001. \$26.00

Taylor, William R., ed. *Inventing Times Square: Commerce and culture at the crossroads of the world*. Baltimore: Johns Hopkins University Press, 1996. \$28.00

- 4 Library faculty focus on strengthening students' information literacy skills in finding, evaluating, and ethically using information. We can collaborate on developing assignments and offer customized information literacy instruction and research guides for your course.**

Do you plan to consult with the library faculty subject specialist for your area? Please elaborate.

This course, as an interdisciplinary course team taught with a library faculty member, includes a strong information literacy component. We will consult with Prof. Anne Leonard, Library, as the course evolves to ensure that information literacy remains an integral part of the course.

- 5 Library Faculty Subject Selector**___Prof. Anne Leonard___

Comments and Recommendations

Date

**New York City College of Technology
Interdisciplinary Committee**

Application for Interdisciplinary Course Designation

Date: *August 25, 2014*

Submitted by: *Jason Montgomery, Maura Smale*

Department(s): *Architectural Technology, Library Department*

I. Proposal to Offer an Interdisciplinary Course

1. Identify the course type and title:

“ An existing course _____

■ A new course: *Learning Places LIB 3000/ARCH 3000*

“ A course under development _____

2. Provide a course description: *This special topics course offers an interdisciplinary approach to investigating our built environment using a case study focused on a specific place each semester. Students from multiple departments learn together in a methodology that combines physical examination through the lens of architecture and urban studies with information research and data collection through the lens of information studies.*
3. How many credits will the course comprise? *3 credits* How many hours? *1 class hour, 4 lab hours*
4. What prerequisite(s) would students need to complete before registering for the course? Co-requisite(s)?
Prerequisites: ENG 1101 and at least one course in the Flexible Core. No co-requisites.
5. Explain briefly why this is an interdisciplinary course. *This course's central approach is place-based learning, researching a case study each semester that is inherently rich and deep in terms of the issues connected to the place. The mode of operation in the course will be to uncover the multiple layers and complexity of the sites' history, ecology, social implications, economic impact, geography, and cultural meaning.*
6. What is the proposed theme of the course? What complex central problem or question will it address? What disciplinary methods will be evoked and applied? *The theme of the course is using places to learn to see (observation) and reveal new knowledge (research). The central problem the course addresses is: how can places teach us to*

observe the world around us and help us broaden our knowledge and understanding of things in general, helping foster the desire and skills for lifelong learning? Careful observation skills of the physical environment will be developed through the lens of architectural investigation and research skills and data collection will be developed through the discipline of information studies.

7. Which general learning outcomes of an interdisciplinary course does this course address? Please explain how the course will fulfill the bolded mandatory learning outcome below. In addition, select and explain at least three additional outcomes.

| Purposefully connect and integrate across-discipline knowledge and skills to solve problems

The investigation of the case study project will involve investigation along seemingly disparate disciplines and then a process of seeking connections to understand the forces that shaped the place.

| Synthesize and transfer knowledge across disciplinary boundaries

The final report prepared by the students will require synthesizing the findings across the lines of research and disciplines to communicate a coherent story about the place.

| Comprehend factors inherent in complex problems

The case study project will challenge the students to come to terms with its breadth and level of complexity in the many layers of issues that need to be considered in the research process.

.. Apply integrative thinking to problem solving in ethically and socially responsible ways

.. Recognize varied perspectives

.. Gain comfort with complexity and uncertainty

| Think critically, communicate effectively, and work collaboratively

The final report development will require critical thinking as well as effective communication. Each student team will prepare the report together, requiring productive collaboration.

| Become flexible thinkers

The case study will start as a wide open subject, and the direction of the investigation will only become clear as the work goes on. In this way it will challenge the students to become flexible in their attitude and thinking about the

project.

“ Other

General Education Learning Goals for City Tech Students

- **Knowledge:** Develop knowledge from a range of disciplinary perspectives, and hone the ability to deepen and continue learning.
- **Skills:** Acquire and use the tools needed for communication, inquiry, creativity, analysis, and productive work.
- **Integration:** Work productively within and across disciplines.
- **Values, Ethics, and Relationships:** Understand and apply values, ethics, and diverse perspectives in personal, professional, civic, and cultural/global domains.

8. How does this course address the general education learning goals for City Tech students?

This course will leverage the diverse talents of the students, bring diverse perspectives to the project. The case study itself will allow for multiple perspectives and lines of inquiry. Its open-ended nature will encourage creative analysis, and the final report will require integration across the disciplines.

9. Which department would house this course¹? *The course will be cross-listed in the Architectural Technology and Library Departments, but housed in the Library Department.*

10. Would all sections of the course be interdisciplinary? No Yes

- a) Would the course be cross-listed in two or more departments? No Yes
Explain.

The course will be cross-listed in the Architectural Technology and Library Departments.

- b) How will the course be team-taught²? Co-taught Guest lecturers Learning community

If co-taught, what is the proposed workload hour distribution? *2 credits for the Architectural Technology faculty member, 1 credit for the Library Department faculty member.*

Shared credits Trading credits

¹ An interdisciplinary course for the College Option requirement may be housed in a department that is not liberal arts.

² Attach evidence of consultation with all affected departments.

If guest lecturers, for what approximate percentage of the course? Minimum 20%³ other: ___%

Please attach the evaluation framework used to assess the interdisciplinarity of the course.⁴

See below

- c) What strategies/resources would be implemented to facilitate students' ability to make connections across the respective academic disciplines?

The observations made on site will involve note taking, sketching, photography. The process of making nuanced careful observations at many scales and with many differing points of focus: ecology, social make-up, economic activity, physical structure among others will foster analysis on the interaction and connections between disciplines. The research process will compliment the field work as a connected critical mode of inquiry.

11. Would the course be designated as:

a College Option requirement⁵? an elective? a Capstone course⁶? other?
Explain.

This course is structured and conceived to fulfill the College Option requirement for an interdisciplinary course. The course is rooted in a liberal arts approach to research places through the perspective of multiple disciplines.

Course Evaluation Framework

We propose to team teach this course with a credit distribution of 2 credits for the Architectural Technology faculty member, 1 credit for the Library Department faculty member. Our evaluation framework is as follows:

- For the Student Evaluation of Teaching, we would like students in the course to complete two evaluation forms, one for each faculty member. This will allow students the opportunity to consider our teaching individually.*
- For the Faculty Classroom Observation, we would like one faculty member to observe a class session in which we are both participating. This will allow both*

³ While an interdisciplinary course must be team-taught, there is no formal percentage requirement, but this minimum is a guideline.

⁴ In the case that a course is equally taught, include proposed plans for faculty classroom observation and student evaluation of teaching.

⁵ To qualify for the College Option, such a course must also meet the New York State definition of a liberal arts and sciences course.

<http://www.highered.nysed.gov/ocue/lrp/liberalarts.htm>

⁶ A course proposed as a Capstone course must be separately approved by the Capstone Experience Committee.

faculty members teaching the course to be observed, while not imposing an undue time burden on the observer. The observer could be a faculty colleague from either of our departments.