**New York City College of Technology**

**Interdisciplinary Committee**

**Application for Interdisciplinary Course Designation**

**Date** February 11, 2018

**Submitted by** Reneta D. Lansiquot and Tamrah D. Cunningham

**Department(s)** English and Computer Systems Technology

1. Identify the course type and title:  
     
   🗹 An existing course ENG 1710 Language and Technology  
     
   🞎 A new course \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

🞎 A course under development \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Provide a course description Introduction to the relationship between language and technology by reviewing the history of various technologies of the word, including writing, printing, and digital media. The course will explore the history of rhetoric and its relationship to traditional, print-based technologies, as well as new forms and meanings of digital literacy.
2. How many credits will the course comprise? 4 How many hours? 4
3. What prerequisite(s) would students need to complete before registering for the course? ENG 1101 and ENG 1121 Co-requisite(s)? ENG 1121
4. Explain briefly why this is an interdisciplinary course. This course introduces students to the complex relationship between language and technology; particularly, multimedia, virtual reality, and digital games. It explores the relationship between popular technology and its rhetorical function. Students gather, interpret, evaluate, and apply information from a variety of sources to write a group research paper. They solve simulated and real problems through collaboration and role play using professional tools for inquiry, analysis, and collaboration.

The distinct perspectives on human language, narrative, and human-computer interaction are presented by two faculty members who will co-teach the course. Students will merge and leverage the different perspectives needed to complete their interdisciplinary research paper.

1. 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?

As this language and technology course is divided into three parts, the theme of the course is three-fold: exploring how multimedia applications, virtual (augmented) reality, and digital games imply different modes of persuasion. Students critically evaluate the complex relationship between language and technology.

In addition to the co-teaching that will provide students with multiple perspectives on language and technology, a librarian will guest lecture in this course to provide students with appropriate methods for researching their interdisciplinary topic.

1. 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**

Throughout the semester, students will draw on the disciplinary perspectives of the co-instructors. Students will connect these perspectives, course readings, and their own research to formulate, refine, and support their thesis on topics such as the differences between literate, preliterate, and digital cultures; the notion that language and technology are neutral tools; how different technologies imply different modes of persuasion; and the ethical implications of using different technologies.

🗹 **Synthesize and transfer knowledge across disciplinary boundaries**

Before and after formulating their theses, students synthesize the perspectives language and technology in their literature review and redefine it in their group research paper.

🞎 Comprehend factors inherent in complex problems

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

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🞎 Recognize varied perspectives

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🞎 Gain comfort with complexity and uncertainty

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🗹 Think critically, communicate effectively, and work collaboratively

As this liberal arts course is housed in the English department focuses on effective communication. Throughout the semester, students are challenged to understand complex ideas, analyze, compare and contrast, evaluate arguments carefully considering a variety of perspectives, synthesize these ideas, and draw conclusions to understand the complex relationship between human language and human technology. Students also work collaboratively on a group research paper.

🞎 Become flexible thinkers

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🞎 Other

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**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.

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

* **Knowledge:** This course introduces students to a range of technologies to pique their interest to deepen and continue learning by exploring their relationship to language.
* **Skills:** Students learn to prepare an annotated bibliography, develop concept maps, conduct peer review, collaborate on research, edit and revise documents.
* **Integration**: Using narrative-based digital games as a model for the research process that students are tasked with will enable them to work productively within disciplines, while their final group interdisciplinary research paper, along with the coursework that scaffolds this assignment, require that students also work productively across disciplines.
* **Values, Ethics, and Relationships**: As students explore human-computer interaction researching the complex relationship between language and technology, they gain an applied understanding of research ethics.

1. Which department would house this course[[1]](#footnote-1)? English  
   Would all sections of the course be interdisciplinary? 🗹 No 🞎 Yes
   1. Would the course be cross-listed in two or more departments? 🗹 No 🞎 Yes  
      Explain.

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* 1. How will the course be team-taught[[2]](#footnote-2)? 🗹 Co-taught 🞎 Guest lecturers 🞎 Learning community  
       
     If co-taught, what is the proposed workload hour distribution? 3 workload hours for English faculty and 1 workload hour for Computer Systems Technology faculty.   
     🗹 Shared credits 🞎 Trading credits   
     If guest lecturers, for what approximate percentage of the course? 🞎 Minimum 20%[[3]](#footnote-3) 🞎 other:   
       
     Please attach the evaluation framework used to assess the interdisciplinarity of the course.[[4]](#footnote-4)

Attached are assessment rubrics for the concept map, literature review, and group research paper. Course assignments (i.e., annotated bibliography, concept map, group research paper topic proposal and presentation final term paper) serve as scaffolds for the final group interdisciplinary research paper and presentation.

* 1. What strategies/resources would be implemented to facilitate students’ ability to make connections across the respective academic disciplines?

Students will prepare and revise an annotated bibliography to facilitate their ability to make connections across disciplines. The use of this strategy requires students to write one paragraph summarizing, assessing and reflecting on assigned course readings. Later in the semester, students research their chosen topic and find references that will support their thesis. Students must evaluate any new references that they have added to the class readings for relevance, expertise, currency, accuracy, and purpose. During the semester, the topic of narrative-based digital games will be refined to model the interdisciplinary research process.

In addition, the Visual Understanding Environment (VUE) online resource will be used to support teaching, learning and research. The VUE (<http://vue.tufts.edu>) provides a flexible visual environment for structuring, presenting, and sharing concept maps that allow students to make connects across disciplines.

1. Would the course be designated as:

🗹 a College Option requirement[[5]](#footnote-5)? 🞎 an elective? 🞎 a Capstone course[[6]](#footnote-6)? 🞎 other? Explain.

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1. An interdisciplinary course for the College Option requirement may be housed in a department that is not liberal arts. [↑](#footnote-ref-1)
2. Attach evidence of consultation with all affected departments. [↑](#footnote-ref-2)
3. While an interdisciplinary course must be team-taught, there is no formal percentage requirement, but this minimum is a guideline. [↑](#footnote-ref-3)
4. In the case that a course is equally taught, include proposed plans for faculty classroom observation and student evaluation of teaching. [↑](#footnote-ref-4)
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> [↑](#footnote-ref-5)
6. A course proposed as a Capstone course must be separately approved by the Capstone Experience Committee. [↑](#footnote-ref-6)