The Curriculum Committee will meet at 10:00 AM on Thursday, 12-16-04 in H345.

**Agenda**

1. Consideration of Minutes of December 7, 2004 meeting
2. Chair’s report
3. Program Revision related to ET720
4. WID/WAC Resolution
5. EN223, EN224, EN225
6. Revisions: PH231, PH232, PH235, PH301, PH302, PH411, PH412, 413
7. BU500
8. MU208, MU209
9. New Business
3. Program Revision: ET720 Advanced Web and Multimedia Programming Applications

Minutes from 11-30-04 state: "Dr. Stuart Asser presented the ET 720 course. He agreed to have the list of electives to the New Media Technology, Computer Engineering Technology and Electronic Engineering Technology curricula updated to reflect the addition of ET720. Dr. Asser will email these changes in curricular electives and add a statement showing transferability of the New Media Technology degree to York College to Dr. Ellis. ET 720 was approved by the Committee."

Program Revision
New Media Technology Certificate Program
Add the course ET-720 to the list of acceptable electives.
From:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ET-714</td>
<td>Web Technologies II: Building Database-Driven Web Sites</td>
<td>4 credits</td>
</tr>
<tr>
<td>ET-716</td>
<td>Java Programming Technology</td>
<td>4 credits</td>
</tr>
<tr>
<td>ET-718</td>
<td>Database Technology</td>
<td>3 credits</td>
</tr>
<tr>
<td>ME-200</td>
<td>Digital Audio for New Media</td>
<td>3 credits</td>
</tr>
<tr>
<td>AR-642</td>
<td>Web Animation</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

To:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ET-714</td>
<td>Web Technologies II: Building Database-Driven Web Sites</td>
<td>4 credits</td>
</tr>
<tr>
<td>ET-716</td>
<td>Java Programming Technology</td>
<td>4 credits</td>
</tr>
<tr>
<td>ET-718</td>
<td>Database Technology</td>
<td>3 credits</td>
</tr>
<tr>
<td>ET-720</td>
<td>Advanced Web and Multimedia Programming Applications</td>
<td>1 credit</td>
</tr>
<tr>
<td>ME-200</td>
<td>Digital Audio for New Media</td>
<td>3 credits</td>
</tr>
<tr>
<td>AR-642</td>
<td>Web Animation</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Rationale:
These courses are logically part of the New Media Technology program elective offerings in technology.

Program Revision Computer Engineering Technology
Add the course ET-720 to the list of acceptable electives
From:

Elective credits for the Computer Engineering Technology program may be chosen from ET-230, 305, 480, 484, 490, 505, 506, 507, 701, 704, 705, 706, 707, 710, 712, 991, 992, 993 (see Course Descriptions).

To:

Elective credits for the Computer Engineering Technology program may be chosen from ET-230, 305, 480, 484, 490, 505, 506, 507, 701, 704, 705, 706, 707, 710, 712, 991, 992, 993 (see Course Descriptions).

Rationale:
This new course is logically part of the Computer Engineering Technology program elective offerings in technology. ET-720 Advanced Web and Multimedia Programming Applications 1 credit

Electronic Engineering Technology
Add the course ET-720, to the list of acceptable electives.
From:

Elective credits for the Electronic Engineering Technology program may be chosen from ET-480, 484, 490, 505, 506, 507, 701, 704, 705, 706, 707, 710, 712, 991, 992, 993 (see Course Descriptions).

To:

Elective credits for the Electronic Engineering Technology program may be chosen from ET-480, 484, 490, 505, 506, 507, 701, 704, 705, 706, 707, 710, 712, 991, 992, 993 (see Course Descriptions).
Rationale:
This new course is logically part of the Electronic Engineering Technology program elective offerings in technology. ET-720 Advanced Web and Multimedia Programming Applications 1 credit

Program Revision
New Media Technology
Add the course ET-720 to the list of acceptable electives.
From:

ELECTIVES
Select 17 credits from the following:
- ET-480 Upgrading and Repairing PCs 1 credit
- ET-484 A+ Certification 3 credits
- ET-505 Introduction to ‘C++’ Object Oriented Programming 4 credits
- ET-506 Introduction to UNIX (LINUX) 4 credits
- ET-507 Advanced ‘C++’ Object Oriented Programming 4 credits
- ET-705 Networking Fundamentals II (Cisco CCNA 2) 4 credits
- ET-706 Network Configuration I (Cisco CCNA 3) 4 credits
- ET-707 Network Configuration II (Cisco CCNA 4) 4 credits
- ET-714 Web Technologies II: Building Database-Driven Web Sites 4 credits
- ET-716 Java Programming Technology 4 credits
- ET-718 Database Technology 3 credits
- ET-728 Web Tech: XML 4 credits
- ET-991 Cooperative Education 1 credits
- ET-992 Cooperative Education 1 credits
- EN-222 New Media Journalism 3 credits
- AR-642 Web Animation 3 credits

To:

ELECTIVES
Select 17 credits from the following:
- ET-480 Upgrading and Repairing PCs 1 credit
- ET-484 A+ Certification 3 credits
- ET-505 Introduction to ‘C++’ Object Oriented Programming 4 credits
- ET-506 Introduction to UNIX (LINUX) 4 credits
- ET-507 Advanced ‘C++’ Object Oriented Programming 4 credits
- ET-705 Networking Fundamentals II (Cisco CCNA 2) 4 credits
- ET-706 Network Configuration I (Cisco CCNA 3) 4 credits
- ET-707 Network Configuration II (Cisco CCNA 4) 4 credits
- ET-714 Web Technologies II: Building Database-Driven Web Sites 4 credits
- ET-716 Java Programming Technology 4 credits
- ET-718 Database Technology 3 credits
- **ET-720 Advanced Web and Multimedia Programming Applications** 1 credit
- ET-728 Web Tech: XML 4 credits
- ET-991 Cooperative Education 1 credits
- ET-992 Cooperative Education 1 credits
- EN-222 New Media Journalism 3 credits
- AR-642 Web Animation 3 credits

Rationale:
This new course is logically part of the New Media Technology program elective offerings in technology.
The Academic Senate Committee on Curriculum

Date: November 30, 2004

To: Academic Senate Committee on Curriculum

From: Philip Pecorino, member, Academic Senate Committee on Curriculum

Subject: Alternative proposals concerning the WI Degree Requirement

Following an unfunded mandate from the CUNY BOT QCC enacted a degree requirement in an attempt to satisfy that mandate for writing intensive experiences as an aid to learning across all curricula.

1. The Senate mandate of May 8, 2001 that created the WI requirement

   Students who enroll in degree programs at QCC as of Fall of 2001 as first time freshmen and all transfer students beginning in the Fall of 2001 will need to successfully complete two (2) Writing Intensive (WI) classes.

The approach taken to securing the writing intensive classes needed to produce a sufficient number and distribution for all associate degree students was to call for faculty volunteers. When this approach was seen as insufficient to the task the WID WAC sub Committee forwarded a new proposal to the Committee on Curriculum and they forwarded it on to the Senate. That proposal was crafted in part by the Office of Academic Affairs under the direction of then Vice President Robert Kahn. Despite several cautions within the sub committee and the Curriculum Committee against the approach being advocated as having the same inherent problems as the then current approach in its reliance on the voluntary participation of individual faculty members the Vice President gave assurances that he and his staff would work with the academic departments to secure the classes needed to provide for the appropriate number and distribution of WI classes for those in the LA and LS degree programs. All other degree programs would designate two required classes in their programs as being WI (all sections taught as WI) so that all graduates of those programs would fulfill the WI requirement in virtue of satisfying the degree requirements. Such an approach would provide for what was termed as a “transparent” approach and place the responsibility on the institution and its faculty rather than on the individual student to find and register for WI classes.

The Senate action taken on May 14, 2002

I. Revision of Senate Action of May 8, 2001

   From: Students who enroll in degree programs at QCC as of Fall of 2001 as first time freshmen and all transfer students beginning in the Fall of 2001 will need to successfully complete two (2) Writing Intensive (WI) classes.

   To: Students who matriculate into an associate degree program at QCC after August of 2005 will be required to successfully complete two (2) Writing Intensive (WI) classes in order to receive the associate degree.

II. Designation of Writing Intensive Courses in Associate Degree Programs

   a.) By 2005 all degree programs will have two courses (all sections) that are required in the degree program being offered as Writing Intensive.

   b.) Academic Departments that have associate degree programs will designate which of the courses (all sections) that it offers will be offered as Writing Intensive. Such departments may designate two or more such Writing Intensive course (all sections) or
they may designate one such Writing Intensive course and another Writing Intensive Course that is part of a Learning Community.

c.) For degree programs where there is no one department with primary responsibility the Office of Academic Affairs and the Senate WID WAC Subcommittee will meet with all departments involved and arrange for at least two courses (all sections) to be designated as WI and for Learning Communities as well.

This approach was not effectively pursued due to a variety of reasons not the least of which was a turnover in the leadership of the Office of Academic Affairs.

While several technical and professional programs did designate two required courses as WI there was little or no effort to approach the difficulty in the LA and LS program. The Nursing Department was the first to make the designation of two required courses as WI and thus demonstrated that such action was indeed possible.

Technical and professional programs might designate “fourth” semester courses as WI thus minimizing the total number of sections being so designated with their class size being reduced and thus minimize both the cost to the College and the number of faculty needed to teach such WI Classes.

In the meanwhile chairpersons of departments in the Liberal Arts and Sciences began to meet to discuss the problem with providing a number of WI classes for the LA and LS programs. In the Fall of 2004 the Office of Academic Affairs was under the direction of the current Vice President, Mark Mc Colloch, who, for a variety of reasons, proceeded to assign a high priority to resolving problems with the writing intensive program and degree requirement. The chairpersons of the academic departments met with him and produced an agreement to work with the approach now being presented to the Academic Senate.

With the current approach being proposed now by the WID WAC Sub Committee to the LA and LS programs or those programs that have not designated two required courses as WI there are a variety of difficulties and one major problem and one matter of basic principle at issue.

DIFFICULTIES:

In the LA and LS programs or those programs that have not designated two required courses as WI there would need to be a call for faculty to volunteer to train and then teach using WI methods. There are no assurances that faculty would be willing to do such in sufficient numbers to meet the need. There are no indicators that faculty who do volunteer would continue to do so after the initial period in which they might receive support in the form of stipends, writing fellows and appreciably reduced class sizes.

- When there are no longer writing fellows will faculty continue to use the methodology?
- If class sizes are raised from their WI maximums as of 2004 due to financial concerns will faculty continue to “volunteer”?
- If there are additional requirements of class portfolios and recertification processes will faculty continue on with the program?
- To produce a sufficient number and distribution of classes in the LA and LS programs or those programs that have not designated two required courses as WI a good number of adjunct faculty will need to be involved. It will take time and resources to train them and then risk their leaving the College.

One of the most unusual difficulties with the voluntary approach in the LA and LS programs or those programs that have not designated two required courses as WI would be in the very success of the call for volunteers, should there be such success. If 40% of the full time faculty were to answer the call for volunteers there would not be sufficient classroom space nor funding
to provide for the additional classes necessitated by the decrease in class size for WI classes. The Senate twice affirmed that:

"Size should be limited to 50% of the non-WI class size and in NO case more than 20 seats. The exact limit is to be determined by the academic department and the office of Academic Affairs but in NO case will that limit exceed 20 seats."

This insufficiency would still be the case even if the Senate were to raise the current maximum class size from 20 to 25 or 27. There is no evidence anywhere as to the most effective class size or as to what support is needed for faculty without which WI classes begin to lose their effectiveness. The limit of 20 was a CUNY guideline. Other CUNY units have larger class sizes in WI classes and most do so while providing support for the faculty in the form of continuing aids such as teaching assistants.

MAJOR PROBLEM:

There is no known mechanism at QCC that produces the quantity and distribution of WI classes sufficient to meet the degree requirement in the LA and LS programs or those programs that have not designated two required courses as WI.

There are only crude projections of the number of WI classes that would be needed but no such projections as to their distribution to insure access by student in the LA and LS programs or those programs that have not designated two required courses as WI.

Starting in the Fall of 2005 attempts will be made to increase the number and the distribution of WI classes in the LA and LS programs or those programs that have not designated two required courses as WI. The initial distribution will be a “shot in the dark” for which it will take two years to ascertain if it has hit its target and then if the data indicates it has not there will need to be another review of the situation and another attempt to have the departments involved in the LA and LS programs or those programs that have not designated two required courses as WI reconsider and provide a more realistic approach.

BASIC PRINCIPLE:

As a basic issue the approach being now recommended has it appear that offering and taking WI classes is something of a laborious task for both instructor and learner and not as a fundamental change in pedagogic approach meant to enhance the learning process.

The desire to label classes as WI appears of necessity mainly to faculty who are led to think that student must be informed or rather “warned” about classes being WI when they are not so informed or warned about classes that are lecture intensive or listening intensive or term paper intensive or any other pedagogic methodology.

The CUNY BOT Mandate was on the colleges to provide for a certain form of instruction. It was not a burden on students to find certain types of classes. The labeling of classes as WI and placing the burden on students to find them is a distortion of the intent behind the mandate and an undercutting of the accent on pedagogic advancement that the College is now making with several initiatives already in place and more being planned.

"This resolution serves to ensure that writing instruction is regarded as a common responsibility and that the development of writing proficiency becomes a focus of the entire undergraduate curriculum."

Instead of the current proposal I recommend for the consideration of the Committee on Curriculum the following alternatives:

I. The Current Course
A) By 2005 all degree programs will have two courses (all sections) that are required in the degree program being offered as Writing Intensive.

b.) Academic Departments that have associate degree programs will designate which of the courses (all sections) that it offers will be offered as Writing Intensive. Such departments may designate two or more such Writing Intensive course (all sections).

c.) For degree programs where there is no one department with primary responsibility, such as the LA and LS program, the Office of Academic Affairs and the Senate WID WAC Subcommittee will meet with all departments involved and arrange for at least two courses (all sections) to be designated as WI or, failing to designate two such required courses, the Office of Academic Affairs will arrange for the functional equivalent of two WI classes in the form of a variety of writing units to be placed in a variety of classes that are required of all students in such programs so that WI would be suffused throughout the curricula as a pedagogic technique.

II. The Compromise Course

If the Committee on Curriculum thinks my proposal for staying the current course is not acceptable and that the current proposal from the Committee on Curriculum Sub Committee on WID WAC is one likely to produce the requisite number and distribution of WI classes for all degree programs then the Committee on Curriculum should at least consider avoiding the situation in which classes will be labeled as WI on the class listings or schedule of classes thus generating another set of problems.

- Students avoiding taking WI classes once they have satisfied their WI requirement of 2 classes.
- Students needing to hunt and find WI classes and complaining when there are none convenient or possible in their schedules.
- Faculty thinking along with student that WI classes are some onerous requirement to be satisfied as some imposed labor and not as a pedagogic methodology that is assistive to the learning process and should be employed throughout all curricula and in as many classes as possible.

With this option the College would develop WI classes according to the current proposal. There would be no labeling of WI classes in the schedule of classes but they would be noted in the record and transcripts. The College would then monitor students applying for graduation and determine how many WI classes they had in fact taken and then while denying no student a degree for failure to take two such WI classes the College would proceed to produce more such classes and to distribute them across curricula and time periods where there appeared to be a lack of sufficient numbers of WI classes.

To facilitate the satisfaction of the WI requirement being met by all students in the LA and LS degree programs the Office of Academic Affairs would continue to work with all Liberal Arts and Science Departments to produce a sufficient number of WI classes so as to meet the quantity and distribution of WI classes to allow all LA and LS students to meet the WI requirement.

The College will produce an annual report on the success of this approach so that the Senate might review it and take action as needed to improve on the number of graduates satisfying the WI degree requirement.

This approach would place responsibility for fulfilling the CUNY BOT mandate on the institution and not the individual learners.

FINAL NOTE:

I do honestly believe that to follow the course of action as currently proposed by the Committee on Curriculum Sub Committee on WID WAC might produce a situation by the Spring of 2007 in
which there are large numbers of students about to graduate who will be asking for waivers as they will claim with ample justification in many cases that there were not sufficient numbers of WI classes in their degree program offered at times when they could take them. The College would then be in the position of needing to grant waivers for degree requirements that the College itself did not meet. Why burden the individual learner with the need to ask for the waiver when the College has not met its burden: the burden of making the proposed course of action as currently proposed by the Committee on Curriculum Sub Committee on WID WAC work to produce sufficient quantities and distribution of WI classes?

I thank the Committee for its consideration of this report.

CUNY BOARD of TRUSTEES ACTION
JANUARY 25, 1999
THE ENHANCEMENT OF WRITING SKILLS

WHEREAS, The attainment of advanced writing ability represents the hallmark of a comprehensive college education and a skill that can only be developed through extensive writing practice that is promoted across all degree program requirements; therefore be it

RESOLVED, That henceforth each college intensify and expand its programmatic efforts to strengthen the teaching of writing in courses across the curriculum and that such efforts ensure that quality writing skill are fostered in all disciplinary areas; be it further

RESOLVED, That the college’s commitment to Writing-Across-the Curriculum requirements be supported by faculty development initiatives and by University initiatives such as CUNY Writing Fellows Program that will sponsor specially trained CUNY doctoral students who will assist in the delivery of intensive writing instruction; be it further

RESOLVED, That a report on implementation plans be [provided to the Committee on Academic Policy, Program, and Research at its May 1999 meeting, and that by September 1999, and periodically thereafter, each college provide the Chancellor's Office with a report detailing their implementation of these initiatives.

EXPLANATION: A wide range of assessments and student performance indicators has established the need to enhance the opportunities for students to strengthen their writing skills. Such opportunities are especially important for students whose native language is not English and whose writing skills require further development.

This resolution serves to ensure that writing instruction is regarded as a common responsibility and that the development of writing proficiency becomes a focus of the entire undergraduate curriculum.

==> P. Gray’s response will follow
5. **EN223, EN224, EN225**

### NEW COURSE PROPOSAL

<table>
<thead>
<tr>
<th>1. Course prefix and number:</th>
<th>EN-223</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Course title: Advanced Fiction Writing</td>
<td></td>
</tr>
<tr>
<td>3. Course description for the college catalog:</td>
<td>This course offers students the opportunity to further develop fiction writing techniques introduced in EN-201. The course will provide students with intensive practice in a wide variety of narrative forms, supportive critical feedback on their work, strategies for editing, and exposure to a broad range of contemporary published fiction.</td>
</tr>
<tr>
<td>4. Prerequisites and/or co-requisites:</td>
<td>EN-201</td>
</tr>
<tr>
<td>5. Hours and credits (specify if class hours, lab. hours, recitation hours, etc.)</td>
<td>Three class hours, one recitation hour, 3 credits</td>
</tr>
<tr>
<td>6. Curricula into which the course would be incorporated and the requirements it will satisfy:</td>
<td>This course satisfies one of the advanced English electives required for A.A. – Liberal Arts and Sciences, and the Humanities elective required for A.S. – Liberal Arts and Sciences, and A.S. – Engineering Science.</td>
</tr>
<tr>
<td>7. Curricular objectives addressed by this course:</td>
<td>Students’ writing, reading, and critical thinking skills will be developed. In addition, this course would interest non-matriculated students who wish to develop their fiction writing in an academic environment. Students will develop their reading, writing and critical skills through exposure to literary work spanning multiple forms of narrative writing, and through guided writing assignments and a final project.</td>
</tr>
<tr>
<td>8. General Education objectives addressed by this course [see QCC Educational Objectives statement in college catalog]:</td>
<td>Students will improve their writing, reading, listening, and speaking skills. They will further their understanding of the aesthetic and intellectual dimensions of literary arts.</td>
</tr>
<tr>
<td>9. Course objectives/expected student learning outcomes:</td>
<td>This course will provide students with intensive writing practice in fiction writing, supportive critical feedback on their work, strategies for editing, and exposure to a wide range of current published fiction. Students will learn to write in a variety of narrative styles in guided writing assignments. They will become more proficient in editing their own work and the work of other student writers.</td>
</tr>
<tr>
<td>10. Assessment – methods used to determine the success of students (whether or not they achieved the goals and developed the competencies) [see Assessment template]:</td>
<td>Assessment will be based on the usual performance indicators used in upper-level writing courses, including quality and quantity of work, adherence to deadlines, contributions to all stages in the writing process, and writing assignments.</td>
</tr>
<tr>
<td>11. A detailed course outline showing main topics of the course (include a laboratory outline when applicable) [see Recommended Syllabus template]:</td>
<td>Each week’s meeting time will include a discussion of the readings for the week’s topic, and a writing workshop to read and discuss student work-in-progress. There will be weekly reading assignments from the required texts which will include an anthology of contemporary fiction, and a text on advanced techniques of fiction writing. Writing assignments of 3-5 pages are due biweekly. In addition, students write 7 pages per week in a writer’s notebook including in- and out-of-class writing exercises to practice fiction writing techniques. The final project for the course is a 10-page work of fiction—either a short story, or a novel chapter.</td>
</tr>
</tbody>
</table>

**Week 1** Discussion: The Writer and Her Influences  
Workshop: In-class writing exercises on influences

**Week 2** Discussion: Element of Narrative I: Plot, Character, Setting  
Workshop: Assignment 1: Reader/Writer Autobiography

**Week 3** Discussion: Elements of Narrative II: Narrator, Narrative Irony  
Workshop: Writing exercises on first person narrators  
Assignment 1 due

**Week 3** Discussion: Elements of Narrative III: Point of View  
Workshop: Assignment 2: First Person Narrative

**Week 4** Discussion: Multiple Perspective Stories  
Workshop: Small group exercises in writing multiple perspective stories  
Assignment 2 due

**Week 5** Discussion: Character Development I–Dialogue
Workshop: Assignment 3: Multiple Perspective Story
Week 6 Discussion: Character Development II—Interior Monologue
Workshop: Group dialogue/monologue-writing exercises
Assignment 3 due

Week 7 Discussion: Plot Structure in Contemporary Stories I
Workshop: Assignment 4: Dialogue-based Story
Assignment 4 due

Week 8 Discussion: Plot Structure in Contemporary Stories II
Workshop: In-class exercises—Plot structure
Assignment 4 due

Week 9 Discussion: Traditional Forms of Fiction I—Myths and Tales
Workshop: Assignment 5: Plot-based Stories
Assignment 5 due

Week 10 Discussion: Traditional Forms of Fiction II—Oral Stories
Workshop: Oral story-telling
Assignment 5 due

Week 11 Discussion: Fiction and Realism
Workshop: Assignment 6: Oral Story; or Revised Fairy Tale
Assignment 6 due

Week 12 Discussion: Fiction, Dreams, and Surrealism
Workshop: Exercises—from real to surreal using dreams
Week 13 Postmodern Fiction I: Breaking the Frame
Workshop: Exercises in writing postmodern narratives
Week 14 Postmodern Fiction II: Technoculture
Workshop: Hypertext fiction-writing exercises
Week 15 Final Projects due; Reading from Final Projects

12. Methods of Instruction (such as lecture, distance learning, the web, television, writing intensive):
This course will be taught as a combination lecture, discussion, and writing workshop. The writing workshops will be done in both small group and whole class formats. Assignment drafts will be peer-reviewed in workshops in preparation for editing. Most workshops will also have in-class writing exercises to illustrate discussion topics.

13. Texts, references and aids. A bibliography for the course and supplementary material, if any:
Possible texts and references for this course include:


<table>
<thead>
<tr>
<th>1.</th>
<th>Course prefix and number: EN-224</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Course title: Special Topics in Writing as Art &amp; Craft</td>
</tr>
</tbody>
</table>

Course description for the college catalog: This course will focus on theories and practices of writing about crime, both fiction and non-fiction. Through the readings, students will explore various crime genres, including classical mystery, hard-boiled and noir fiction, and true-crime non-fiction. Students will practice writing within all the crime genres. Class discussions will focus on the historical and cultural contexts of crime literature, the longstanding popularity of such genres, and on explication of the formal elements of crime writing.

Prerequisites and/or co-requisites: EN-102

| 3. | Hours and credits (specify if class hours, lab. hours, recitation hours, etc.) | 3 class hours, 1 recitation hour, 3 credits |

June 1, 2004
4. Curricula into which the course would be incorporated and the requirements it will satisfy: This course satisfies one of the advanced English electives required for A.A. – Liberal Arts and Sciences, and the Humanities elective required for A.S. – Liberal Arts and Sciences, and A.S. – Engineering Science.

5. Curricular objectives addressed by this course: Writing, critical thinking, and research skills would be developed. In addition, this course would interest non-matriculated students who wish to develop their academic or professional writing. Students will continue to develop their reading, writing and critical skills through exposure to different texts within one genre and through guided writing assignments and a research project.

6. General Education objectives addressed by this course. [see QCC Educational Objectives statement in college catalog] Students taking this class will be able to identify concepts and methods of the social sciences to examine human behavior, social institutions and multi-cultural awareness; they will also be able to make informed judgments of the humanities and the arts as aesthetic and intellectual experiences.

7. Course objectives / expected student learning outcomes. This course will provide students with intensive practice in fiction and non-fiction crime writing, supportive feedback on their work, strategies for editing, and exposure to a wide range of literature in the genre. Students will learn to write in a variety of styles within the crime genre through guided writing assignments. They will become more proficient in editing their own work and the work of other student-writers. Students will also gain valuable research skills through a semester-long large writing project.

8. Assessment – methods used to determine the success of students (whether or not they achieved the goals and developed the competencies) [see Assessment template]: Assessment will be based on the usual performance indicators used in upper-level writing courses, including the quality and quantity of work, adherence to deadlines, contributions to all stages of the writing process, and finished writing products.

9. A detailed course outline showing main topics of the course (include a laboratory outline when applicable) [see Recommended Syllabus template]: Each class meeting will include discussion of the week’s readings and writing workshops/exercise sessions. There will be weekly reading assignments from the required texts, which will include an anthology of true-crime writing and several short works of fiction. Writing assignments of 3-5 pages are due biweekly. In addition, students write 7 pages per week in a writer’s notebook, including in and out-of-class writing exercises to practice crime writing techniques. The main work of the course is a semester-long project in which students will be asked to identify a crime that interests them (either real or imagined), research the crime, and then create a narrative treatment of that crime. This project would be broken into many small pieces of writing which students would present and workshop in class. Students will then present their finished project to the class, explaining their rationale, research methodology, writing process, and publication possibilities.

**Reading and Writing about Crime and Murder**

<table>
<thead>
<tr>
<th>Week 1:</th>
<th>Discussion: Crime and Murder in Literature—A History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop:</td>
<td>in-class writing on student interest, fiction and non-fiction.</td>
</tr>
<tr>
<td>Week 2:</td>
<td>Discussion: Classical Mystery—Sherlock Holmes, A Study in Scarlet</td>
</tr>
<tr>
<td>Workshop:</td>
<td>elements of mystery stories/begin writing your own mystery</td>
</tr>
<tr>
<td>Week 3:</td>
<td>Discussion: Agatha Christie, Whodunits, and mystery fiction</td>
</tr>
<tr>
<td>Workshop:</td>
<td>your mystery story—the scene of the crime</td>
</tr>
<tr>
<td>Assignment 1 due today</td>
<td></td>
</tr>
<tr>
<td>Week 4:</td>
<td>Discussion: American gumshoe and hard-boiled fiction</td>
</tr>
<tr>
<td>Workshop:</td>
<td>hard-boiled techniques—watching the detectives</td>
</tr>
<tr>
<td>Week 5:</td>
<td>Discussion: 1940s American noir—Dashiell Hammett, Dorothy Hughes</td>
</tr>
<tr>
<td>Workshop:</td>
<td>write your own noir story</td>
</tr>
<tr>
<td>Week 6:</td>
<td>Discussion: the killer inside—Jim Thompson and Mickey Spillane</td>
</tr>
<tr>
<td>Workshop:</td>
<td>sketches in murder: whose perspective?</td>
</tr>
<tr>
<td>Assignment 2 due today</td>
<td></td>
</tr>
<tr>
<td>Week 7:</td>
<td>Discussion: non-fiction crime writing: In Cold Blood and the true-crime tradition</td>
</tr>
<tr>
<td>Workshop:</td>
<td>elements of true-crime; introduction to the research project</td>
</tr>
<tr>
<td>Week 8:</td>
<td>Discussion: film—In Cold Blood</td>
</tr>
<tr>
<td>Workshop:</td>
<td>developing “your” crime for the research project</td>
</tr>
<tr>
<td>Week 9:</td>
<td>Discussion: true-crime since the 1960s</td>
</tr>
<tr>
<td>Workshop:</td>
<td>sketches in murder: setting and tone, fact and fiction</td>
</tr>
<tr>
<td>Assignment 3 due today</td>
<td></td>
</tr>
<tr>
<td>Week 10:</td>
<td>Discussion: selections from anthology—contemporary true-crime</td>
</tr>
<tr>
<td>Workshop:</td>
<td>development of your crime project</td>
</tr>
<tr>
<td>Week 11:</td>
<td>Discussion: readings from anthology—contemporary crime fiction</td>
</tr>
<tr>
<td>Workshop:</td>
<td>research, identifying, and interviewing subjects</td>
</tr>
<tr>
<td>Week 12:</td>
<td>Discussion: readings from anthology—contemporary true-crime</td>
</tr>
<tr>
<td>Workshop:</td>
<td>first drafts of research project due. How to publish?</td>
</tr>
<tr>
<td>Week 13:</td>
<td>Discussion: readings from anthology—contemporary crime fiction</td>
</tr>
</tbody>
</table>
Workshop: revised drafts of research project due
Week 14: Presentation of final projects
Week 15: Presentation of final projects

10. Methods of Instruction (such as lecture, distance learning, the web, television, writing intensive): This course will be taught using a combination of lecture, discussion, small group work, and writing workshop techniques. Assignments drafts will be peer-reviewed in workshops in preparation for editing and revising. Most workshops will also include in-class exercises to illustrate discussion topics.

11. Texts, references and aids. A bibliography for the course and supplementary material, if any:


14. Rationale – why the course is needed or desired; student demand; projected enrollment; how often it will be offered, etc. EN 224-225 will focus on a specific theme or topic to be announced in advance and will vary each semester. Descriptions of the topic in a particular semester will be available in the English Department before registration.

Students may take two such courses for credit, as long as they do not repeat the topic. Topics will include but not be limited to:

**Reading and Writing about Crime and Murder**

Reading and Writing about the Immigrant Experience
Finding Nurture in Nature: Reading and Writing about the Natural World
Reading and Writing about Place: Geography, Travel and Identity
Reading and Writing about War
Be Home Before Dark: Reading and Writing about Family
<table>
<thead>
<tr>
<th>Course prefix and number:</th>
<th>EN 225</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course title:</td>
<td>Special Topics in Writing as Art &amp; Craft</td>
</tr>
<tr>
<td>Course description for the college catalog:</td>
<td>What is our endless fascination with war? War is something that so many of us only view from so far away while so many others live it on the ground. The theme has inspired writers, artists, participants, witnesses and survivors from antiquity through the present to capture, commemorate, preserve and communicate something about what many consider indescribable, something beyond our understanding, words fishing for words. This class will challenge students to explore the complexities of war and violence through reading, researching and writing first-person perspectives on war.</td>
</tr>
<tr>
<td>Prerequisites and/or co-requisites:</td>
<td>EN-102</td>
</tr>
<tr>
<td>Hours and credits (specify if class hours, lab. hours, recitation hours, etc.):</td>
<td>Three class hours, one recitation hour.</td>
</tr>
<tr>
<td>Curricula into which the course would be incorporated and the requirements it will satisfy:</td>
<td>This course satisfies one of the advanced English electives required for A.A. – Liberal Arts and Sciences, and the Humanities elective required for A.S. – Liberal Arts and Sciences, and A.S. – Engineering Science.</td>
</tr>
<tr>
<td>Curricular objectives addressed by this course: Writing, critical thinking, and research skills would be developed. In addition, this course would interest non-matriculated students who wish to develop their academic or professional writing. Students will continue to develop their reading, writing and critical skills through exposure to work spanning multiple genres and through guided writing assignments and a research project.</td>
<td></td>
</tr>
<tr>
<td>General Education objectives addressed by this course [see QCC Educational Objectives statement in college catalog]: Students taking this class will be able to identify concepts and methods of the social sciences to examine human behavior, social institutions and multi-cultural awareness; they will also be able to make informed judgments of the humanities and the arts as aesthetic and intellectual experiences.</td>
<td></td>
</tr>
<tr>
<td>Course objectives/expected student learning outcomes: Through exposure to and encounters with challenging and multi-faceted material, students will be challenged intellectually and their critical reading, writing, thinking and discussion skills will develop and be enhanced.</td>
<td></td>
</tr>
<tr>
<td>Assessment – methods used to determine the success of students (whether or not they achieved the goals and developed the competencies) [see Assessment template]: Assessment will be based on the usual performance indicators used in upper-level courses, including quality and quantity of work, adherence to deadlines, contributions to all stages in the writing and research process and writing assignments.</td>
<td></td>
</tr>
</tbody>
</table>
| A detailed course outline showing main topics of the course (include a laboratory outline when applicable) [see Recommended Syllabus template]: Each class meeting will include discussion of the week’s readings and both high and low-stakes writing assignments. There will be weekly reading assignments from the required texts, which will include an anthology of readings about war and violence. Writing
assignments of 3-5 pages are due biweekly. Participation in an online discussion room responding to prompts will also be encouraged. The main work of the course is a semester-long project in which students will be asked to choose a subject or theme from one of the six unit categories to research. The project will be broken into small pieces of writing that students will present and workshop in class. Students will then present their finished project to the class, explaining their rationale, research methodology, writing process and publication/presentation possibilities.

**Reading and Writing about War**

**Unit One:** Introduction: War, Genocide and Public Policy  
Week 1  War in Antiquity, “Lysistrata,” Aristophanes.  
Week 2  Julius Caesar, Fellini’s “Satyricon”  
Week 3  The Hero Warrior – Myths and Legends.

**Unit Two:** The Politics of Rhetoric – Repression and Recovery  
Week 4  “Nobel Lecture in Literature” by Toni Morrison; Maya Lin and the Vietnam Veteran’s Memorial.  
Week 5  Poetry and the contested “Canon.”

**Unit Three:** Women and War  
Week 6  WWI: War work and suffrage – selected readings. Pacifism, peace activists, conscientious objectors.  
Week 7  WWII: War work and economic opportunity; “Rosie the Riveter.”

**Unit Four:** Interpretations of War for Children - Children’s Experiences of War  
Week 8  The Diary of Anne Frank; children’s art from Terezin.  
Week 9  Dr. Seuss and The Butter Battle Book.

**Unit Five:** Verbal and Non-verbal Expressions of War  
Week 10  Art: Picasso’s “Guernica.” Alice Cahana Lok’s art after the Holocaust. Reading by James Young.  
Week 11  Art Spiegelman’s Maus. Visit to the Holocaust Resource Center.

**Unit Six** The “Not-So-Good” War/Enduring Myths About War  
Week 13  Iraq: Michael Moore and Hollywood vs. the GOP.  
Week 14  Presentations of student research.  
Week 15  Presentations of student research.

12. Methods of Instruction (such as lecture, distance learning, the web, television, writing intensive): This course will be taught as a combination lecture, discussion and writing seminar.

13. Texts, references and aids. A bibliography for the course and supplementary material, if any:  
Adnan, Etel. *Sitt Marie Rose.*  
Adorno, Theodor. *Minima Moralia.*  
“Ararat,” film by Charles Aznavour.  
Bagnold, Enid. *Diary Without Dates.*  
Bloom, Harold. *Poets of World War I: Rupert Brooke and Siegfried Sassoon.*  
Brown, Dee Alexander. *Bury My Heart at Wounded Knee: An Indian History of the American West.*  
Celan, Paul. *Breathturn.*  
“Dear America: Letters Home from Vietnam,” film by HBO.  
“Full Metal Jacket,” film by Stanley Kubrick.
Gioseffi, Daniela. *Women on War: An International Anthology of Writings from Antiquity to the Present.*
Gourevitch, Philip. *We Wish To Inform You That Tomorrow We Will Be Killed With Our Families: Stories from Rwanda.*
Guthrie, Arlo. “Alice’s Restaurant.”
Hemingway, Ernest. *A Farewell to Arms.*
The *Iliad,* by Homer.
Kerrey, Bob. *When I Was a Young Man.*
Klinkenborg, Verlyn. “Sand Creek.”
“The Last Days,” film by Steven Spielberg and the Shoah Foundation.
Lin, Maya. “Between Art and Architecture.”
“Little Big Man,” film by Arthur Penn.
“The Lord of the Rings,” film by Peter Jackson.
“Memories of Marash [Turkey]: The legacy of a Lost Armenian Community,” film by Roger Hagopian.
“Mrs. Miniver,” film by William Wyler.
O’Brien, Tim. *The Things They Carried.*
“Platoon,” film by Oliver Stone.
Powers, Samantha. *Genocide in the Twentieth Century.*
Remarque, Erich. *All Quiet on the Western Front.*
Seredy, Kate. *The Singing Tree.*
Shakespeare, “Henry V.”
Terkel, Studs. *The Good War.*
Turner, Karen Gottschang. *Even the Women Must Fight: Memories of Women from North Vietnam.*
Van Devanter, Linda. *Home Before Morning.*
Watson, Janet S.K. *Fighting Different Wars: Experience, Memory and the First World War in Britain.*
West, Rebecca. *The Return of the Soldier.*
Young, James. *Texture of Memory: Holocaust Memorials and Meaning.*

14. Rationale – why the course is needed or desired; student demand; projected enrollment; how often it will be offered, etc.: EN 224-225 will focus on a specific theme or topic to be announced in advance and will vary each semester. Descriptions of the topic in a particular semester will be available in the English Department before registration.

Students may take two such courses for credit, as long as they do not repeat the topic. Topics will include but not be limited to:

- Reading and Writing about Crime and Murder
- Reading and Writing about the Immigrant Experience
- Finding Nurture in Nature: Reading and Writing about the Natural World
- Reading and Writing about Place: Geography, Travel and Identity

**Reading and Writing about War**

- Be Home Before Dark: Reading and Writing about Family
- Navigating Difference: Reading and Writing about Being “Other”
- Love, Lust and Romance: Reading and Writing about Love
- I Can’t Believe I Ate the Whole Thing: Reading and Writing about Food
- Reading and Writing about Prison, Criminality and the Law
- Writing for Children and Young Adults
- The Teaching of Writing
- Multimedia Writing
15. Transferability as an elective or course required by a major to senior colleges (with supporting documents if applicable). Include comparable courses at senior or other community colleges, if applicable: Satisfies English elective at four-year colleges. Proposal sent to other CUNY colleges to find out about transferability.

16. Faculty availability: Andrew Levy, Susan Jacobowitz, David Shimkin, Eli Merchant.

17. Facilities and technology availability: No special facilities or technology required.

18. List of courses to be withdrawn, or replaced by this course, if any: None.

19. Enrollment limit and frequency the course is offered (each semester, once a year, alternating years): Standard English Department course limits = 27; one special topics course each semester, more if enrollment warrants.

20. What changes in any programs will be necessitated or requested as a result of this course’s additions/charges: None.

Response from Queens College
(I’ll forward the other responses as soon as I get them)

From: Gillespie, Sheena
Sent: Tuesday, December 07, 2004 11:16 AM
To: Ellis, Lorena
Subject: FW: Expanded Offerings at Queensborough Community College

Wanted to share one of the responses from Queens College.

Sheena
From: Nancy Comley [mailto:Nrc$engl@qc1.qc.edu]
Sent: Monday, December 06, 2004 2:32 PM
To: Gillespie, Sheena
Subject: RE: Expanded Offerings at Queensborough Community College

Sheena: My brain is scrambled these days. Just substitute 301 (the correct number) for 303. If your students present your 201 and your 223 they would receive 6 credits total. Both courses would be considered equivalent to our 301, which our students can take twice for credit. As of now, we don’t have an advanced fiction workshop beyond 301. I hope this is clearer!

Nancy

From: "Gillespie, Sheena" <SGillespie@QCC.Cuny.EDU>
To: "Nancy Comley" <Nrc$engl@Qc1.Qc.Edu>
Subject: RE: Expanded Offerings at Queensborough Community College
Date sent: Mon, 6 Dec 2004 09:49:23 -0500

Nancy
In Queens College, 303 is Essay Workshop - prerequisite EN211. EN-301 is Short Story Workshop - prerequisite EN210. In course equivalency guide, our 201 is equal to your 301. So do our students get 3 transfer credits if they take both 201 and 223 at Queens?

Sheena

From: Nancy Comley [mailto:Nrc$engl@Qc1.Qc.Edu]
Sent: Thursday, December 02, 2004 1:28 PM
To: Gillespie, Sheena
Subject: Re: Expanded Offerings at Queensborough Community College

Sheena:
Special topics look OK. The proposed Fiction course would correspond to our English 303 (Fiction workshop). If we already give 303 credit for your 201, then the student presenting both 201 and 223 would get two credits for 303, since our students are allowed to take it twice. (Make sense?)

Best,
Nancy Comley

From: "Gillespie, Sheena" <SGillespie@QCC.Cuny.EDU>
To: "john_todd@baruch.cuny.edu"

6. Revisions: PH231, PH232, PH235, PH301, PH302, PH411, PH412, 413
Minutes of 11-30-04 state: “Dr. David Lieberman represented the Physics’ Department’s proposed revisions of PH231, PH232, PH235, PH301, PH302, PH411, PH412, and PH413. He agreed to resubmit indicating he will not push for a change in the number of credits of each of the courses, especially because a change in credits would require changes in several curricula. Dr. Lieberman will supply us with a grid comparing course hours of QCC’s Physics courses with Physics courses in the New York City area.” (will follow soon)

MEMORANDUM  Physics Department  Room: S – 342  FAX: 718-631-6608  Telephone: 718-631-6366

TO: Lorena Ellis, Chair, Curriculum Committee
FROM: David Lieberman, Chair, Physics Department
DATE: October 28, 2004
RE: Physics Department changes

As per our discussion at the curriculum meeting, the physics department has considered all of its offerings and approved a number of additional changes. I have packaged them all together for presentation to the committee. Please note the additional change (corequisite) to PH231.

From:
PH-231 Fundamentals of Lasers and Fiber Optics
3 class hours [2] laboratory hours  4 credits
Corequisite: [PH-202 or 302 or 412 and MA-128]
Topics in optics related to lasers and optical fiber and devices for modulating and directing signals from such devices. Geometrical optics with emphasis on ray tracing. Matrix methods in optics. Lenses, thick and thin, mirrors, prisms and other passive elements and systems. Propagation of light in materials. Dispersion and its effects. Special topics in geometric and wave optics. Laboratory complements class work.

To:
PH-231 Fundamentals of Lasers and Fiber Optics
3 class hours 3 laboratory hours  4 credits
Corequisite: MA-114
Topics in optics related to lasers and optical fiber and devices for modulating and directing signals from such devices. Geometrical optics with emphasis on ray tracing. Matrix methods in optics. Lenses, thick and thin, mirrors, prisms and other passive elements and systems. Propagation of light in materials. Dispersion and its effects. Special topics in geometric and wave optics. Laboratory complements class work.

Rationale: This course is for students in the Laser and Fiber Optics Technology Program. As such the laboratory component has two purposes; the complement the course work by providing students with an opportunity to apply the principles taught in lecture to real situations and to provide an opportunity for students to develop skills required for the work place. The results of our recently instituted assessment (required by ABET) indicate that it is impossible to achieve both purposes in a two-hour laboratory session and that the students need more time on task. As part of our continuous
improvement plan we are required to take corrective action and increasing the number of laboratory hours is the appropriate action.

The original rationale for the physics II corequisite for PH231 was that optics was covered in physics II and students would have the optics from the physics as an introduction to this optics course. The problem with that rationale is that optics is the last topic covered in physics II. Therefore, students in PH231 have already completed most of the course before they see the pertinent material in physics II. In fact, most of the optics in physics II is covered in the first third of PH231. As this is the first course in the curriculum, it will improve retention if students can get into their major sooner. By requiring a physics II corequisite, physics I becomes a de facto prerequisite and forces students to wait at least one semester (after they complete remediation) before being introduced to their major. This is discouraging to many students. A survey of related programs at community colleges throughout the US indicates that we are the only one that has a physics prerequisite or corequisite for this course or its equivalent.

From: PH-232 Laser and Electro-Optics Technology
3 class hours 2 recitation hours [2] laboratory hours 5 credits
Prerequisite: PH-231
Wave optics, interference, coherence, polarization, birefringence, diffraction, gratings in two and three dimensions, power and energy measurements, basics of laser safety, ultra-fast pulse techniques, electro-optic and acousto-optic switches, optical materials, non-linear optics. Laboratory complements class work.

To: PH-232 Laser and Electro-Optics Technology
3 class hours 2 recitation hours 3 laboratory hours 5 credits
Prerequisite: PH-231
Wave optics, interference, coherence, polarization, birefringence, diffraction, gratings in two and three dimensions, power and energy measurements, basics of laser safety, ultra-fast pulse techniques, electro-optic and acousto-optic switches, optical materials, non-linear optics. Laboratory complements class work.

Rationale: This course is for students in the Laser and Fiber Optics Technology Program. As such the laboratory component has two purposes; the complement the course work by providing students with an opportunity to apply the principles taught in lecture to real situations and to provide an opportunity for students to develop skills required for the work place. Preliminary assessment indicates that it is impossible to achieve both purposes in a two-hour laboratory session and that the students need more time on task. As part of our continuous improvement plan we are required to take corrective action and increasing the number of laboratory hours is the appropriate action.

From: PH-235 Laser/Electro-Optics Projects
2 class hours [2] laboratory hours 3 credits
Prerequisite: PH-231
Corequisite: ET-910 or permission of the Dept.
Construction and testing of a laser, optical or electro-optic device such as a helium-neon laser, optical power meter, or fiber optics communication link; oral presentations and computerized literature searches.

To: PH-235 Laser/Electro-Optics Projects
2 class hours 3 laboratory hours 3 credits
Prerequisite: PH-231
Corequisite: ET-910 or permission of the Dept.
Construction and testing of a laser, optical or electro-optic device such as a helium-neon laser, optical power meter, or fiber optics communication link; oral presentations and computerized literature searches.

Rationale: The time necessary for students to complete their projects is much greater than that provided for by having a 2 hour laboratory. In the past instructors have made themselves available to students at additional times, allowed the students to receive a grade even though they did not complete their projects (the grade was typically reduced) or gave the students incompletes (which only postponed when additional instructor time was made available). An additional problem is that the students need to use departmental laboratories and equipment in order to construct and test their projects, which can’t occur when the department’s CLTs are busy with other duties or when the room is in use by another class. By having a fixed three-hour laboratory session these problems would be alleviated.

It should be noted that all technology courses at the college except the above three have three-hour laboratories. It is an inconsistency that PH-231, 232 and 235 have two-hour laboratories.

From: PH-301 College Physics I
3 class hours 2 lab hours 4 credits
Prerequisite: MA-120 or MA-114 of equivalent or permission of the department
PH-301 and 302 are designed for students who need or want two semesters of noncalculus physics, such as those planning careers in optometry, dentistry, and other medically-related fields. Topics include elementary particles, conservation laws, vectors, laws of motion, linear and angular momentum, energy, gravitation, and thermodynamics.
To: PH-301 College Physics I
3 class hours 1 recitation hour 2 lab hours 4 credits
Prerequisite: MA-120 or MA-114 of equivalent or permission of the department
PH-301 and 302 are designed for students who need or want two semesters of noncalculus physics, such as those planning careers in optometry, dentistry, and other medically-related fields. Topics include elementary particles, conservation laws, vectors, laws of motion, linear and angular momentum, energy, gravitation, and thermodynamics.

From: PH-302 College Physics II
3 class hours 2 lab hours 4 credits
Prerequisite: PH-301
Second-semester course following PH-301. Topics include electro-magnetism, vibrations, wave phenomena and radiation, relativity, atomic interactions, atomic energy, and physics frontier.

To: PH-302 College Physics II
3 class hours 1 recitation hour 2 lab hours 4 credits
Prerequisite: PH-301
Second-semester course following PH-301. Topics include electro-magnetism, vibrations, wave phenomena and radiation, relativity, atomic interactions, atomic energy, and physics frontier.

Rationale: It is not atypical for some topics to be omitted in a physics course due to lack of time. What is atypical is to guarantee the lack of time by having a course with too few hours. College physics is typically two 6 hour/4 credit courses and this change would bring Queensborough inline with the rest of the country. Within CUNY only one other college (Bronx CC) has an equivalent course that is 5 hours and a number (Hostos CC, Hunter and York) have an equivalent course of more than 6 hours per semester.

From: PH-411 Calculus Physics I
2 class hours 2 recitation hours [3 1/2] credits
[2 laboratory hours on alternate weeks.]
Prerequisite: MA-440 or the equivalent.
Corequisite: MA-441.
Fundamental principles of mechanics; includes kinematics, classical laws of motion, statics, conservation laws, work, mechanical energy, and simple harmonic motion.

To: PH-411 Calculus Physics I
2 class hours 2 recitation hours 4 credits
2 laboratory hours
Prerequisite: MA-440 or the equivalent.
Corequisite: MA-441.
Fundamental principles of mechanics; includes kinematics, classical laws of motion, statics, conservation laws, work, mechanical energy, and simple harmonic motion.

From: PH-412 Calculus Physics II
2 class hours [1] recitation hours [3] credits
[2 laboratory hours on alternate weeks.]
Prerequisite: PH-411.
Corequisite: MA-442.
Fundamentals of heat, waves, and optics; includes heat transfer, first and second laws of thermodynamics, kinetic theory of gases; nature of light, geometrical and physical optics; optical instruments; sound.

To: PH-412 Calculus Physics II
2 class hours 2 recitation hours 4 credits
2 laboratory hours
Prerequisite: PH-411.
Corequisite: MA-442.
Fundamentals of heat, waves, and optics; includes heat transfer, first and second laws of thermodynamics, kinetic theory of gases; nature of light, geometrical and physical optics; optical instruments; sound.

From: PH-413 Calculus Physics III
2 class hours 2 recitation hours [3 1/2] credits
[2 laboratory hours on alternate weeks.]
Prerequisite: PH-411.
Corequisite: MA-443.
Electricity and magnetism. Includes Coulomb’s law, electric field and potential, elementary DC and AC circuits; magnetic fields, induction, Maxwell’s equations.

To: PH-413 Calculus Physics III
2 class hours 2 recitation hours 4 credits
2 laboratory hours
Prerequisite: PH-411.
Corequisite: MA-443.
Electricity and magnetism. Includes Coulomb’s law, electric field and potential, elementary DC and AC circuits; magnetic fields, induction, Maxwell’s equations

Rationale: (1) For increasing the laboratory hours – Queensborough students taking calculus physics have been short-changed in laboratory. Laboratory work is an integral part introductory physics courses and should occur every week. Currently a student completing the three-semester sequence will have perform fewer labs than any student at any other college including CUNY colleges.
(2) For adding the extra recitation hour to PH-412 – The original assignment of hours and credits was to match the credits granted by CCNY and be consistent with Carnegie units. There is no less material covered in PH-412 than the other two courses nor is it any less rigorous. Without the additional recitation hour students in PH-412 will continue to be short changed by covering the material in insufficient detail or by having some material omitted.
(3) For increasing credits – Increasing the credits will keep the assignment of credits consistent with Carnegie units.
7. BU500

The QCC Core Curriculum:
BU-500 as a Computer Literacy Requirement

Exclusion of BU-500 from QCC Computer Literacy Requirement

The core curriculum for general education focuses on the development of competencies in reading, writing, speaking, listening, critical thinking, and computer literacy, as well as an introduction to the major branches of learning. Based upon the content and perspective of the course material, BU-500 (Introduction to Microcomputer Applications) provides instruction in computer literacy at QCC, although it is not acknowledged as such in the college's core curriculum requirements for the A.A. Degree in Liberal Arts and Sciences. The exclusion of BU-500 is perplexing, because BU-500 is equivalent in breadth and depth of content, and it is more transferable (that is, it receives direct transfer credit rather than elective credit) than the current courses that do fulfill the QCC computer literacy requirements. (See Appendix A for QCC computer literacy requirements.)

The exclusion of BU-500 as a computer literacy requirement has the effect of devaluing the content of this course to the Queensborough College academic community. In contrast, Queens College has already acknowledged BU-500 by accepting it as “…meeting Queens College’s General Education Category: Scientific Methodology and Quantitative Reasoning for Degrees in: All [Baccalaureate] (All Undergraduate Degrees)” (See Appendix B). Queens College accepts this course as fulfilling their computer literacy requirement, yet our own school does not. Moreover, Queens College accepts it as equivalent to one of their Computer Science courses, CSCI 12 - Understanding and Using Personal Computers. Other CUNY schools, such as Baruch, Brooklyn College and New York City College of Technology accept it in a similar manner as well.

BU-500 as a Bona Fide Computer Literacy Course

BU-500 has been and continues to be the flagship computer literacy course in the Business Department. This course introduces students to the use of computers in business, computer hardware and software, and elements of problem-solving. It also provides hands-on experience with operating systems, word processing, Internet access, spreadsheet and database software packages. Concepts are discussed throughout the course, with students learning the associated vocabulary. This approach stems from the fact that, although software changes regularly (as it has over time), it is the concepts behind the software that endure.

In the earlier days of computing (late 1970’s – early 1980’s), when user-friendly applications had not yet been developed, the only way to become computer literate was to learn a programming language. Such is not the case in modern society. In our own experience (as well as other experts in the field), the use of software applications provides a more accessible method of teaching problem solving than does the use of programming languages for the average student.

Although there does not seem to be a universally accepted definition of computer literacy, we put forth the following definitions that, in our experience capture the essence of computer literacy:

- “The ability to use computer-based technology in communicating, solving problems, and acquiring information; understanding of limits, problems, and possibilities associated with the use of technology, and have tools necessary to evaluate and learn new technologies as they become available.”
- “Students will be able to use technology to access information, analyze and solve problems, and to communicate ideas.”

1 http://tipps.cuny.edu, CUNY’s Transfer Information & Program Planning System.
2 http://cs.salemstate.edu/complit.htm, Salem State College - “What is Computer Literacy?”
3 http://www.hccs.cc.tx.us/catalog99/core.htm, Houston Community College System – Core Curriculum
4 http://tamiscal.marin.k12.ca.us/ComputerLit/WhycomputerLit.html, Tamalpais Union School District, Larkspur, California, Computer Literacy Graduation Requirement Packet
Certainly, the BU-500 course meets the aforementioned criteria and is a bona fide course in computer literacy.

**BU-500 Fulfillment of General Education Objectives**

The following is an excerpt from the QCC General Education Objectives Report:

**BU-500 Course Description:** A foundation (entry-level) course required for the A.A.S. degree program in Computer Information Systems (DP2) and other Business curricula. Produces computer literate students who can manage files and use fundamental business software applications to insure that information technology is an advantage for their academic and career goals.

**General Education Objectives and Activities:**

**Objective:** Demonstrate mastery of discipline-specific knowledge, skills and tools required for entry into or advancement in the job market in their field (career programs)

**Activity:** Students will apply learned concepts and skills by completing required computer laboratory exercises using the Microsoft Office applications Word, Excel, and Access.

**Objective:** Use analytical reasoning skills and apply logic to solve problems

**Activity:** Students will apply learned concepts and skills by completing required computer laboratory exercises using Microsoft Access.

**Objective:** Use quantitative skills and mathematical reasoning to solve problems

**Activity:** Students will apply learned concepts and skills by completing required computer laboratory exercises using Microsoft Excel.

**Objective:** Use information management skills effectively for academic research and lifelong learning

**Activity:** Students will apply learned concepts and skills by completing required computer laboratory exercises using the Microsoft Office applications Word, Excel and Access.

As demonstrated above, the BU-500 course fulfills several of the General Education objectives and activities:

**BU-500 Transferability**

Within the CUNY system, Queens, Brooklyn, Baruch and New York City College of Technology all accept BU-500 for full transfer credit towards equivalent Computer Information Systems/Computer Science courses. The table in Appendix B illustrates the transferability of BU-500 from QCC to various CUNY four-year colleges. It shows clearly that BU-500 is far more transferable than the currently accepted Computer Literacy Courses at QCC. (CS-100, CS-101 and ET-820 are the current courses that fulfill the QCC computer literacy requirement). This information was derived from tipps.cuny.edu, CUNY's Transfer Information & Program Planning System.

The information in Appendix B, derived from the CUNY TIPPS website, highlights the transferability of BU-500 to other CUNY schools. It is perplexing to us as to its exclusion as a computer literacy requirement at QCC. The table in Appendix B compares the transferability of BU-500 to four other CUNY institutions with ET-820, CS-100 and CS101 (the currently approved QCC computer literacy courses). Please note that BU-500 is accepted at all four institutions, while the others have limited transferability at best. In both content and transferability, BU-500 fulfills all the qualifications for a core curriculum course in computer literacy.
Appendix A

Excerpt from QCC 2004-2005 Catalog:
Requirements for A.A. Degree – Computer Literacy Requirement

The General Education Core Curriculum at Queensborough Community College requires that students fulfill a computer literacy requirement in order to obtain an Associate of Arts (A.A.) degree. This requirement can currently be fulfilled by the following courses as stated on page 62 (and shown below) in the current 2004-2005 QCC Catalog:

- **Computer Literacy**
  - CS-100 (Intro to Computers and Programming)
  - ET-820 (Computers and Society)

- **Computer Science**
  - CS-101 (Algorithmic Problem Solving)

3-4 ½ credits

*Please note that BU-500 (Introduction to Microcomputer Applications) does not satisfy this requirement, but may be taken as a free elective.*
### Appendix B

**Transferability of BU-500 to other CUNY institutions as compared with current QCC Computer Literacy Courses**

*(Derived from [http://tipps.cuny.edu](http://tipps.cuny.edu))*

<table>
<thead>
<tr>
<th>Course</th>
<th>Queens College</th>
<th>Brooklyn College</th>
<th>Baruch</th>
<th>New York City College of Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>BU 500 (3 cr) Introduction to Microcomputer Applications</td>
<td>Equivalent to CSCI 12 – Understanding and Using Personal Computers <em>Meets QC Gen Ed Category: Scientific Methodology and Quantitative Reasoning for all undergraduate degrees</em></td>
<td>Equivalent to CIS 5.2 – Introduction to Computer Applications</td>
<td>Equivalent to CIS-4650 (formerly CIS 3650) – Operating Systems Concepts</td>
<td>Equivalent to DP 100 – Introduction to Computers or MS-101 – Microcomputer Business Systems Introduction to Computers</td>
</tr>
<tr>
<td>ET 820 (3 cr) Computers and Society</td>
<td>Equivalent to elective credit</td>
<td>Equivalent to CIS 1.0 – Computing: Its Nature, Power and Limits</td>
<td>Not transferable; may receive elective credit if Associate Degree obtained</td>
<td>Not transferable; may receive elective credit if Associate Degree obtained</td>
</tr>
<tr>
<td>CS 100 (3 cr) Introduction to Computers and Programming</td>
<td>Not transferable; may receive elective credit if Associate Degree obtained</td>
<td>Equivalent to CIS 1.0 – Computing: Its Nature, Power and Limits</td>
<td>Equivalent to elective credit</td>
<td>Not transferable; may receive elective credit if Associate Degree obtained</td>
</tr>
<tr>
<td>CS 101 (4 cr) Algorithmic Problem Solving</td>
<td>Equivalent to CSCI 111 (formerly CSCI 95) – Introduction to Programming Using C++ (3 cr) Students receive 3 credits; the remaining credit may transfer as an elective</td>
<td>Equivalent to CIS 1.5 – Introduction to Computing Using the C Programming Language</td>
<td>Equivalent to elective credit</td>
<td>Not transferable; may receive elective credit if Associate Degree obtained</td>
</tr>
</tbody>
</table>
8. New Courses:  MU208, and MU209

The Music department requested to have this courses added to the Dec. 16 agenda, because they would like to offer these courses in Fall 2005.

Response to this e-mail will follow soon.

From: Ellis, Lorena
Sent: Thursday, December 02, 2004 8:16 PM
To: Burleson, Geoffrey; Kashkin, Allan S.
Cc: Nagler, Joseph; Steele, Karen B.; Yuster, Richard; Cotty, Francis; Edlin, Margot; Pecorino, Philip; Rafick Kahn; Rusinek, Roza; Tully, Nora M.; Villani, Kathleen
Subject: RE: new course proposals-resending

Dear Colleagues,

After a lengthy discussion on Tuesday the Curriculum Committee decided to return the proposal for the new courses: MU208, MU209 to the Music Department.

The key questions were:

- Since MU-311 is required, but MU-205, 206, 207 are currently not accepted toward the Music concentration in the FA1 degree program, how would MU-208 and 209 be treated?
- Since ME2 has only 2 Music elective credits to account for MU-205, etc. now, how would MU-208 and 209 fit into that curriculum? Would students be expected to take both courses?
- How do you foresee phasing the new courses in and phasing MU-311, 205, 206 and 207 out (i.e. deleting these courses)?

We suggest you prepare a proposal for curriculum revision for both the A.S. in Fine and Performing Arts, Music Concentration and A.A.S. in Music Electronic Technology. (Please see program revision and example in the document attached). The Curriculum Committee will be glad to discuss this program revision at our first meeting in February.

Lorena B. Ellis

<< File: Att3Rules11-30-04kbs.doc >>