NEW COURSE FORM

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York

Curriculum Proposal
NEW COURSE

Attach proposed course syllabus to this form. Also attach a copy of the course description as it will appear in the catalog.

1. Name of Department: Speech, Communications, and Theatre Arts

2. Name of New Course: Introduction to Digital Communication and Culture

3. Course Number: COM 150

4. Prerequisites: none

Corequisites: none

Basic Skills: Students enrolled prior to spring 2020 : ENG 88, ESL 94, ACR 94/Student enrolled in or after Spring 2020: ESL 94 or writing index 55+

5. Hours per week: 3 Lecture Hours: 3 Lab Hours:

6. Credits: 3

7. Course is required in the following curricula

8. Will special materials, space, and/or equipment be required? ☐ Yes ☑ No

9. Estimated enrollment per semester: 30

10. Date effective: Fall 2020

11. Attach course articulation agreement(s) with a senior college.

12. Attach justification that the new course reflects the goals for all curricula passed by Faculty Council in May 1988

13. Attach justification that the new course reflects the General Education goals for all curricula passed by Faculty Council in May, 2006

14. Attach department(s) minutes approving this proposal

Signatures

1. 04/06/2020
Department Chairperson or Program Director — Date

2. Alam 12/5/19
Scheduling Officer (Advised as to Course Code) — Date

3. Erwin J. Wong 04/08/2020
Dean of Academic Affairs (Advised as to format) — Date

4.
Chairperson of Curriculum Committee — Date
(After the approval of the Curriculum Committee)

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
City University of New York

Department of Speech Communication and Theatre Arts

Title of Course: Introduction to Digital Communication and Culture

COM 150

Class Hours: 3

Laboratory Hours per Week: 0

Semester: Fall 2020

Credits: 3

Instructor Information: Phone, Office, Email

Course Description: This course introduces students to the major critical methods, policy issues, and creative forms involved in contemporary digital media in the United States and across the globe. The course will foster discussion regarding the ways digital media affects ways of thinking, availability and access to ideas and cultures, ways of storing knowledge and memory, and avenues for cultural resistance and activism.

Students will engage with academic and popular texts to analyze the history and evolution of the role of digital communication in human interaction and culture. Through written reflections, analysis of media, lectures, and films, students will consider how digital media functions in educational, professional, and social contexts.

Basic Skills Requirements:
Students enrolled prior to Spring 2020 must pass or be exempt from ENG 88, ESL 94, and ACR 94. Students enrolled in or after Spring 2020 must pass or be exempt from ESL 94 or have a writing index score of 55+.

Student Learning Outcomes:
Each week, we will engage the course topics through lectures and class discussion. Class discussions will be interactive, aimed at clarifying and applying concepts to specific contemporary media technologies and services. At your successful completion of the class, you should expect to be able to:

Student Learning Outcome (Students will be able to…)	Measurement(s) (Means of assessment for SLO listed in first column)
1. Identify the basic theoretical concepts and critical methods in the field of digital media and communication	Reading reflections, comments, Exams
2. Compare and contrast opposing sides of key controversies and issues in existing media studies scholarship	Reading reflections, comments, critical media analysis

Student Learning Outcome (Students will be able to…)	Measurement(s) (Means of assessment for SLO listed in first column)
3. Analyze the impacts and implications of cultural difference on digital communication	Reading reflections, critical media analysis, comments
4. Recognize the evolving role of digital communication in instances of activism, resistance, and social change	Exams, critical media analysis
5. Illustrate and present key class themes via analysis of related digital media	Class presentations, class participation, comments
6. Describe the evolution of digital media's effects on the nature, frequency, and scope of human interaction in professional, academic, and social contexts	Critical media analysis, comments, class presentations

Below are the college's general education learning outcomes. The outcomes that are checked in the left-hand column indicate goals that will be covered and assessed in this course:

	General Education Learning Outcomes	Measurements (means of assessment for general education goals listed in first column)
X	**Communication Skills-** Students will be able to write, read, listen and speak critically and effectively.	Class participation, performance on quizzes, exams and term project
	Quantitative Reasoning- Students will be able to use quantitative skills and the concepts and methods of mathematics to solve problems.	
	Scientific Reasoning- Students will be able to apply the concepts and methods of the natural sciences.	
	Social and Behavioral Sciences- Students will be able to apply the concepts and methods of the social sciences.	
	Arts & Humanities- Students will be able to develop knowledge and understanding of the arts and literature through critiques of works of art, music, theatre or literature.	

X	**Information & Technology Literacy-** Students will be able to collect, evaluate and interpret information and effectively use information technologies.	Research for the term project, research and completion of blog assignments and discussion boards posts
X	**Values-** Students will be able to make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility.	Understandings as expressed in class discussions and in the term project.

Required Text
Miller, Vincent, *Understanding Digital* Culture. SAGE Publishing, 2011.
Other Resources
Additional Readings will be available on Blackboard
Use of Technology
Students will need access to Blackboard

Evaluation and Requirements of Students:

Reading Reflections (15 @ 10 points each = 150 points):
Each Tuesday, you should upload a 500-word (minimum) response to the readings onto the discussion board on Blackboard. These responses may be written in an informal, first person style. Consider these responses an opportunity to organize your thoughts, play with new ideas, and come up with questions/topics that you think need to be discussed in class. You are also encouraged to include your own examples or illustrations. If you refer to other sources in your reflection, provide a link. Your reflection may be creative or conventional, but it must follow the following directions.

1. Do not attach your reflection as a Word document to the discussion board, instead, copy and paste the content into the text box provided. Title each reflection with your first and last name and the weekly theme. The first few lines of each reflection should clearly state the authors and titles of the readings you are responding to. Every reflection must respond to every assigned reading for that week. Note: You won't be able to read your classmates' reflections until posting your own.
2. Provide analysis (rather than summary) of the readings. In other words, you may challenge, tie together, add to, illustrate, or question the authors' findings. But do not merely restate or summarize what the authors wrote. Your analysis should focus on the author's argument, not their writing style.
3. Include one short quote (with page # when applicable) from at least two of the readings.
4. End with at least two thoughtful questions about the week's theme.

5. Post your reflection to the Blackboard discussion board by 11:59pm each Tuesday; late reflections will receive a 10% reduction per day late

Comments (30 x 2 points each = 60 points): Every Wednesday by 11:59pm, comment on two of your peers' reading reflections that they posted the day before. Each comment should be 100 words minimum, and should follow the following directions:

1. Point out something that you enjoyed or agree with in your classmate's reading reflection
2. Add your own analysis by questioning, answering, illustrating, or adding to your classmate's argument/perspective. For example, you may try to answer the questions your classmate asked at the end of his/her reflection, or compare your classmate's analysis to your own, or tell us about your own interpretation of your classmate's perspective, or include some questions for your classmate.

Critical Media Analysis (30 points):
One week this semester, it will be your responsibility to open the day's discussion by talking the class through one key term/phrase from one of the week's readings and illustrating this term/phrase by relating it to and analyzing one piece of digital media. The goal of this assignment is to create a repository of key terms on the class blog and to illustrate what we learn in class with current events and "real world" media. Please follow the following directions:

1. Choose one key term/phrase from the reading you're assigned to. Try to pick a term that is likely to be on one of the exams. The key term cannot be in the title of the reading.
2. Find a piece of digital media that illustrates this term. You may choose a online comic, digital photograph, commercial, tweet, Facebook/Instragram post, or other digital media.
3. On our class blog, create a blog post on the page called "Critical Media Analysis (your class time)" that includes:
    a. A **definition** of the term/phrase
    b. The **media** you chose to illustrate the key term. Whenever you can, embed the media (tweet, photo, video, comic, etc) by using the "add media" box to incorporate visuals. When necessary, use a hyperlink that leads to an outside page.
    c. Your written **analysis** of the media (300-word minimum).

4. Finalize and post the blog by 11:59pm the night before class.
5. Arrive to class a few minutes early, pull up the post.
6. Deliver a presentation lasting 4-5 minutes that accomplishes the following:
    a. **Define** your key term, give some explanation of what it means
    b. Next, **summarize** the media you posted briefly. Tell us where you found it and in what context. If you use an article, please do not read it; this will take too long. If you use a video, show <u>one minute or less</u> to the class.

c. Finally, **analyze** the media. Tell why this piece of media is a good example of the theme you chose from the reading(s). Give us your critical opinion of the piece of media, telling us why it is illuminating or significant. Your goal is analysis, not summary.

Your critical media analysis will be graded according to the following criteria:

Blog Post:	Key Term Definition -5 points
	Creative, Visual, Free of Errors - 5 points
	Posted On Time - 5 points
Presentation:	Well-Prepared and Extemporaneous - 5 points
	Analysis - 5 points
	Length - 5 points

Exams (2 @ 100 points each): These two exams are largely quantitative and will focus on the material covered in the textbook, other reading materials distributed in class, class lectures, and discussions.

Sample Course Schedule (Taken from BMCC's Academic Calendar Fall 2019)

Day	Date	Topic
1		Intro to Class
2		Intro Reading(s)
3		Digital Histories & Communication
4		Digital Histories & Communication
5		Digital Histories & Communication
6		Digital Histories & Communication
7		Digital Identities
8		Digital Identities
9		NO CLASSES SCHEDULED
10		Digital Identities
11		Digital Identities

Day	Date	Topic
14		NO CLASSES SCHEDULED
15		NO CLASSES SCHEDULED
16		Digital Authority
17		Digital Authority
18		Digital Authority
19		Digital Authority
20		Review for Exam 1
21		Exam 1
22		Digital Economies
23		Digital Economies
24		Digital Economies
25		Digital Economies
26		Digital Communities
27		Digital Communities
28		Digital Communities
29		Digital Communities
29		Review for Exam 2
30		Exam 2
31		Group Presentations
32		Group Presentations
33		Group Presentations

Class Participation
Participation in the academic activity of each course is a significant component of the learning process and plays a major role in determining overall student academic achievement. Academic activities may include, but are not limited to, attending class, submitting assignments, engaging in in-class or online activities, taking exams, and/or participating in group work. Each instructor has the right to establish their own class participation policy, and it is each student's responsibility to be familiar with and follow the participation policies for each course.

BMCC is committed to the health and well-being of all students. It is common for everyone to seek assistance at some point in their life, and there are free and confidential services on campus that can help.

Single Stop www.bmcc.cuny.edu/singlestop, room S230, 212-220-8195. If you are having problems with food or housing insecurity, finances, health insurance or anything else that might get in the way of your studies at BMCC, come by the Single Stop Office for advice and assistance. Assistance is also available through the Office of Student Affairs, S350, 212-220- 8130.

Counseling Center www.bmcc.cuny.edu/counseling, room S343, 212-220-8140. Counselors assist students in addressing psychological and adjustment issues (i.e., depression, anxiety, and relationships) and can help with stress, time management and more. Counselors are available for walk-in visits.

Office of Compliance and Diversity www.bmcc cuny.edu/aac, room S701, 212-220-1236. BMCC is committed to promoting a diverse and inclusive learning environment free of unlawful discrimination/harassment, including sexual harassment, where all students are treated fairly. For information about BMCC's policies and resources, or to request additional assistance in this area, please visit or call the office, or email olevy@bmcc.cuny.edu, or twade@bmcc.cuny.edu. If you need immediate assistance, please contact BMCC Public safety at 212-220-8080.

Office of Accessibility www.bmcc.cuny.edu/accessibility, room N360 (accessible entrance: 77 Harrison Street), 212-220-8180. This office collaborates with students who have documented disabilities, to coordinate support services, reasonable accommodations, and programs that enable equal access to education and college life. To request an accommodation due to a documented disability, please visit or call the office.

BMCC Policy on Plagiarism and Academic Integrity Statement
Plagiarism is the presentation of someone else's ideas, words or artistic, scientific, or technical work as one's own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC's Web site, www.bmcc.cuny.edu. For further information on integrity and behavior, please consult the college bulletin (also available online).

Minutes
Speech, Communications, and Theatre Faculty Meeting, BMCC,
March 11, 2020
Call to order 2:06

In Attendance: Professors Alomari, Bonnano, Burkes, Cheng, Dowling, Glaser, Haas, Hardy, Harrelson, Huff, Janis, Kavanaugh, Kee, Kolbusz, Noble, Papoutsis, S. Powell, Ritchey, Ruff, Strauss, Ventura, Waychoff, and Wiliams. Non voting faculty in attendance: Professors Cramer, Elbanna, Winstead, Hutchison, Terry, Whitney, Moss, & Romaine

Agenda Approved without objection (Yes 23 votes, No 0 vote, and Abstain 0 vote).

Approval of minutes:

- December: No minutes were taken at the December meeting, and the attendance sheet was stolen from Vincent's car, so they need to be recreated from scratch.
- November Minutes: Approved without objection, no abstentions (Yes 23 votes, No 0 vote, and Abstain 0 vote).

Chair Report

FYE or First Semester Seminar SPE 100 pilot program: Vincent explained that the pilot would be a 4-hour, major specific course. It's designed to help students make transition into college. Right now, FYE is a stand-alone 1 credit course taught by administrators. We want to try it as a course integrated with our 100 courses. The compromise is that we will have 1 SPE 100 class next fall with this designation. If that is successful, we will replicate it into THE 100 and COM 100. If approved, every professor teaching this class will bank the fourth hour for a later time, to be used as reassigned time. Vincent will teach the pilot next fall. Approved without objection, no abstentions (Yes 23 votes, No 0 vote, and Abstain 0 vote).

Faculty Vacancy Announcement: The search for an Interpersonal Specialist and Generalist, COM has closed. The Costume designer search has been posted. Vincent proposes the 4th line be advertised as a speech coordinator/teacher (2 hours each). Faculty are asked to consider what else the department needs. Some possible examples are a speech pathologist, as discussed at the last meeting, or a Women's Studies specialist. Professor Naiki has resigned and that position will not be filled at this time. The P and B committee can still function with 4 tenure track faculty.

2020 Commencement: Might be postponed or cancelled. This year Commencement is scheduled to be held at Barclay's Center. It is to be one long session. Student seating will no longer be by department. Students will get their folders first. Students will no longer march by department.

COVID-19 Contingency plan: Beginning on the 19th, CUNY will transition to distance learning for all classes. The campus and library will still be open. Spring Break will still take place. We don't know how long we will be holding online classes. John Jay and Baruch have now got confirmed cases. As we were discussing this, the Governor tweeted that CUNY and SUNY will move to distance learning for the rest of the semester (this is not official). Teachers who have not been certified for online classes must take training either online or in in person classes. The

workshop taking place concurrently with this meeting is being streamed, and can be viewed later as training for the move to distance learning. The school has purchased Zoom Pro so we can do presentations and group discussions. Vincent suggests advising be moved online as well. Observations will be disrupted. We have no clear guidance as to how observations will continue but it is still a contractual issue. At 3:10 CUNY tweeted that there will be a five-day instructional recess beginning tomorrow while faculty prepare for transition to online teaching. Not confirmed at this time. Wait for an email.

Asian Heritage Month Film Festival: Professor Vincent Cheng is organizing the Asian Heritage Month Film Festival. Theme is Law & Order: Asia. *One Child Nation*, which Professor Vincent Cheng translated the subtitles for, will open.

Academic Advisement Transfer Presentation

Ayanna Weekes, Jennifer Cachola, and Li-Senya Rembert from Academic Advisement spoke about the shift in degree works and demonstrated the new website. There are training sessions coming up. The planner tab is no longer being used. The landing page is different and takes practice. There is a new manual on the website. E advisement is strongly recommended, but must be requested from the student's email on their CunyFirst account. You can also do skype/ facetime with ID confirmation. CourseBuilder (the student interface), per Ben Haas, is great. Make students aware. Take the course. There was also discussion about re-chartering the COM Studies Club.

Yearbook photo was taken.

PROGRAM COORDINATOR REPORTS

COM STUDIES:

- COM 150 Introduction to Digital Communication and Culture -- proposed as a new course and approved without objection (Yes 23 votes, No 0 vote, and Abstain 0 vote).
- Open house on 3/21 has been cancelled.
- Womens History Month Events are probably Cancelled.

SPEECH:

- **Fall Schedule:** Let Felicia know if you want to add or drop speech class.
- **CLASP** is probably not going to take place.

THEATRE:

- **The Old Costume Storage Space** Is now open as an ancillary room to S144. There is no soundproofing, so it can't be used while classes or performances are in progress. Costumes have been moved to S133A
- **Spring Musical Life of Mary Rodgers** will take place but there may not be an audience.
- **Headshot and resume workshop** currently still on, but moment by moment.

- **ACTF Regional conference**: 12 BMCC students went. One of our students went to 2nd level for Irene Ryan. Alexi Ramos got an award for Makeup. BMCC provided financing. 2021 is in PA. Volunteers are needed.
- **CUNY Theatre Festival:** 60 BMCC students took part. BMCC bidding to host in Spring 2021
- There is a Women's History Month event tomorrow (3/12) in Helen's class on how to do historical research in playwriting. F203 12:30 - 1:45. May be cancelled.

ASSESSMENT

Professor Benjamin Haas will be on sabbatical next semester, so a new coordinator is needed.

SLO Changes for COM240. Approved without objection, no abstentions (Yes 23 votes, No 0 vote, and Abstain 0 vote).

PEDAGOGY SHARING

Professor Zukic did a presentation on The Culture Time Capsule (understanding hegemony and culture).

Professor Williams did a presentation on an assignment built around two people interacting around the question "How Are You Feeling"

Professor Moss did a presentation on Online Pedagogy:

Open Pedagogy Resources: Professor Jill Strauss talked about Open Pedagogy Resources. Professor Benjamin Haas will send out the link. When we click it, Admins will get a permission request, and they will approve. This includes syllabi, lesson plans, activities, etc. It's a Microsoft TEAMS link.

SHINY OBJECTS

- Professor Hutchinson's production of Forgotten falls received an ensemble award from TANYS
- Professor Burkes' musical To Catch A Fox, which was last year's spring musical, was performed at the North Carolina Black Repertory Theatre March 6-8.
- The musical *Coming to America* written by Professor Williams will be performed at The Performing Arts Center at York College on 3/28.

Adjourned at 3:52.

RE: Introduction and Inquiry

THOMAS.OHANLON <THOMAS.OHANLON@lehman.cuny.edu>

Wed 11/13/2019 6:53 PM

Departmental (SPE)

To: Tzu-Wen Cheng <tcheng@bmcc.cuny.edu>;

Cc: Brianne Waychoff <bwaychoff@bmcc.cuny.edu>; Elizabeth Whitney <ewhitney@bmcc.cuny.edu>;

Dear Prof. Cheng,

Thanks for your email. Please pardon my delayed response. Somehow I managed to bury your inquiry among the emails that I supposedly had "read." I agree that this looks like a good match for MCS 214 Introduction and Media Culture. I do see some aspects that coincide with the intended curriculum of MCS 223 but we have not had occasion to run that elective course recently due to some shortages in coverage that facilitated concentrating more on the required courses for the majors.

So, MCS 214 does seem like a decent fit. Please let me know if I may be of further assistance.

Best,

Tom

Tom O'Hanlon
Associate Professor and Chair
Journalism and Media Studies
Lehman College
250 Bedford Park Blvd. West
Carman Hall 263
Bronx, NY 10468
718-960-5110
THOMAS.OHANLON@LEHMAN.CUNY.EDU

From: Tzu-Wen Cheng [tcheng@bmcc.cuny.edu]
Sent: Monday, November 04, 2019 2:19 PM
To: THOMAS.OHANLON
Cc: Brianne Waychoff; Elizabeth Whitney
Subject: Introduction and Inquiry

Dear Professor Ohanlon,

My name is Vincent (Tzu-Wen) Cheng and I am the Chair of Speech, Communication, and Theatre Arts department here at BMCC. Since your esteemed Journalism and Media Studies program is one of the top programs our students are interested in transferring to after graduation, I am reaching out to you to see if you may assist us in our effort to propose a new course at BMCC called Introduction to Digital Communication and Culture (see sample syllabus attached). This new proposed course has already been approved by the our COM committee and our department but we need to secure a course equivalency statement (an email confirmation will be sufficient)

from one of our CUNY senior colleges before we may submit it to the college-wide curriculum committee for approval. We thought that our new Introduction to Digital Communication and Culture is very similar to your MCS 214 Introduction to Media and Digital Culture or MCS 223 Digital Marketing Strategies and would like to know if you can provide us the needed course equivalency statement after reviewing the sample syllabus attached. Please kindly advise (I am also cc'ing our COM Co-Coordinators Professors Brianne Waychoff and Elizabeth Whitney on this email).

Thank you for your time and consideration; I look forward to hearing from you!

Best,

Vincent (Tzu-Wen) Cheng, Ph.D.
Department Chair
Speech, Communication, and Theatre Arts Department
Borough of Manhattan Community College
City University of New York
199 Chambers Street Room S628B
New York, NY 10007
(212) 220-8091
tcheng@bmcc.cuny.edu

RE: Introduction and Inquiry

Kelly j Anderson <kanderso@hunter.cuny.edu>

Wed 11/20/2019 8:46 AM

Departmental (SPE)

To: Tzu-Wen Cheng <tcheng@bmcc.cuny.edu>;

Cc: Brianne Waychoff <bwaychoff@bmcc.cuny.edu>; Elizabeth Whitney <ewhitney@bmcc.cuny.edu>;

Dear Prof. Cheng,
I can confirm that your proposed class Introduction to Digital Communication and Culture is equivalent to our MEDIA 260: Internet and Society class.
Best,
Kelly

Kelly Anderson
Chair, Dept. of Film and Media Studies
695 Park Ave. Room 433N
New York, NY 10065
212.396.6066

fm.hunter.cuny.edu
ima-mfa.hunter.cuny.edu

From: Tzu-Wen Cheng [tcheng@bmcc.cuny.edu]
Sent: Monday, November 04, 2019 2:06 PM
To: Kelly j Anderson
Cc: Brianne Waychoff; Elizabeth Whitney
Subject: Introduction and Inquiry

Dear Professor Anderson,

My name is Vincent (Tzu-Wen) Cheng and I am the Chair of Speech, Communication, and Theatre Arts department here at BMCC. Since your esteemed Film and Media program is one of the top programs our students are interested in transferring to after graduation, I am reaching out to you to see if you may assist us in our effort to propose a new course at BMCC called Introduction to Digital Communication and Culture (see sample syllabus attached). This new proposed course has already been approved by the our COM committee and our department but we need to secure a course equivalency statement (an email confirmation will be sufficient) from one of our CUNY senior colleges before we may submit it to the college-wide curriculum committee for approval. We thought that our new Introduction to Digital Communication and Culture is very similar to your MEDIA 28000 - Understanding New Media and would like to know if you can provide us the needed course equivalency statement after reviewing the sample syllabus attached. Please kindly advise (I am also cc'ing our COM Coordinators Professors Brianne Waychoff and Elizabeth Whitney on this email).

Thank you for your time and consideration; I look forward to hearing from you!

Best,

Vincent (Tzu-Wen) Cheng, Ph.D.
Department Chair
Speech, Communication, and Theatre Arts Department
Borough of Manhattan Community College
City University of New York
199 Chambers Street Room S628B
New York, NY 10007
(212) 220-8091
tcheng@bmcc.cuny.edu

Re: Digital Communication/Internet and Society

Tzu-Wen Cheng

Mon 11/18/2019 7:06 PM

Departmental (SPE)

To: Larry Shore <lshunter@optimum.net>;

Cc: Brianne Waychoff <bwaychoff@bmcc.cuny.edu>; Elizabeth Whitney <ewhitney@bmcc.cuny.edu>; kellyjmanderson@gmail.com <kellyjmanderson@gmail.com>;

Dear Professor Shore,

Thank you so much for responding to our inquiry and offering your guidance/suggestion. If possible, could Professor Anderson send us (our COM Co-Coordinators Professors Brianne Waychoff and Elizabeth Whitney are cc'ed on this email as well) an email confirming that our new proposed Introduction to Digital Communication course is similar to your MEDIA 260 as you suggested? Thanks again for your time, consideration, and kind assistance; I look forward to hearing from you.

Best,

Vincent (Tzu-Wen) Cheng, Ph.D.
Department Chair
Speech, Communication, and Theatre Arts Department
Borough of Manhattan Community College
City University of New York
199 Chambers Street Room S628B
New York, NY 10007
(212) 220-8091
tcheng@bmcc.cuny.edu
Sent from my iPhone

On Nov 17, 2019, at 9:29 PM, Larry Shore <lshunter@optimum.net> wrote:

Dear Professor Cheng
Mu chair, Kelly Anderson passed on your e-mail to me.(below.)

I teach those types of courses.

I think that your course is actually closer to our MEDIA 260, internet and Society.

Understanding Media is more about the artistic aspects of New Media.

Internet and Society is more of an Analytical course.

I am teaching the course in the Fall and in the process of updating the syllabus.

Please let me know if I can be of further assistance.

Yours sincerely

Larry Shore

From: Tzu-Wen Cheng [tcheng@bmcc.cuny.edu]
Sent: Monday, November 04, 2019 2:06 PM
To: Kelly j Anderson
Cc: Brianne Waychoff; Elizabeth Whitney
Subject: Introduction and Inquiry

Dear Professor Anderson,

My name is Vincent (Tzu-Wen) Cheng and I am the Chair of Speech, Communication, and Theatre Arts department here at BMCC. Since your esteemed Film and Media program is one of the top programs our students are interested in transferring to after graduation, I am reaching out to you to see if you may assist us in our effort to propose a new course at BMCC called Introduction to Digital Communication and Culture (see sample syllabus attached). This new proposed course has already been approved by the our COM committee and our department but we need to secure a course equivalency statement (an email confirmation will be sufficient) from one of our CUNY senior colleges before we may submit it to the college-wide curriculum committee for approval. We thought that our new Introduction to Digital Communication and Culture is very similar to your MEDIA 28000 - Understanding New Media and would like to know if you can provide us the needed course equivalency statement after reviewing the sample syllabus attached. Please kindly advise (I am also cc'ing our COM Coordinators Professors Brianne Waychoff and Elizabeth Whitney on this email).

Thank you for your time and consideration; I look forward to hearing from you!

Best,

Vincent (Tzu-Wen) Cheng, Ph.D.

<FM logo copy.png>

Larry Shore
Office hrs.: Mon. 1:00 - 2:30,
Wed.12:30 - 1:00. Th. 5:30 - 6:30pm
Or by appointment.
212-772-4951, HN 512
Department bio

Re: Sample Syllabus

Elisabeth Gareis <Elisabeth.Gareis@baruch.cuny.edu>

Fri 11/22/2019 10:33 AM

To: Brianne Waychoff <bwaychoff@bmcc.cuny.edu>;

Cc: Tzu-Wen Cheng <tcheng@bmcc.cuny.edu>; Elizabeth Whitney <ewhitney@bmcc.cuny.edu>; Benjamin Powell <bpowell@bmcc.cuny.edu>; Jana OKeefe Bazzoni <Jana.OKeefeBazzoni@baruch.cuny.edu>;

1 attachments (23 KB)

CS Curriculum Handout (2019-11-12).docx;

Dear Brianne,

Good news: I shared the BMCC *Intro to DCC* syllabus with our curriculum committee, and the committee decided that the course is equivalent to the Baruch *Intro to DCC* class. I'll contact Baruch Admissions to register the equivalency. Before I do, could you let me know whether a course number has been assigned to the course at BMCC? The syllabus says COM 2xx. Thanks.

A few somewhat related news/comments:

1. As you know, the BMCC/Baruch articulation agreement should be updated since the CS major at Baruch has been revised and, I believe, changes have also been made to the major at BMCC. Previously, transfer students had to take 60% of their major courses at Baruch (as is indicated in our current agreement). This stipulation has been removed; i.e., now, more courses from the community college can be applied to majors at Baruch. We are looking forward to updating our articulation agreement. Please let me know when you are ready.
2. One of the concentrations in the CS major at Baruch is Digital Communication and Culture. It has come to our attention that students sometimes choose this concentration (not only from BMCC, but in general), thinking that DCC is a production-focused concentration. This is not the case. Although we have two production electives in video and advanced video production, Baruch doesn't really have production facilities. It pains me to direct anybody away from Baruch, but if students are interested in production only, the UG programs at Brooklyn, City, and City Tech would be a better fit. That being said, the DCC concentration at Baruch is an excellent choice for students interested in all issues surrounding media, social media, and cutting-edge developments in the field.
3. The CS curriculum at Baruch has recently been expanded (i.e., some courses await final approval, which will likely be granted). Please see the attached document for an updated list of courses (the courses for which approval is pending are indicated in red).

Thank you for your interest. I'm looking forward to hearing from you.

Best,

Elisabeth Gareis
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From: Brianne Waychoff <bwaychoff@bmcc.cuny.edu>
Date: Wednesday, November 20, 2019 at 9:01 AM
To: Elisabeth Gareis <Elisabeth.Gareis@baruch.cuny.edu>
Cc: Tzu-Wen Cheng <tcheng@bmcc.cuny.edu>, Elizabeth Whitney <ewhitney@bmcc.cuny.edu>, Benjamin Powell <bpowell@bmcc.cuny.edu>
Subject: Re: Sample Syllabus

Dear Elisabeth -

Thanks for working with us. We decided to send the syllabus as-is to some other four-year schools in CUNY to see what they thought. We were able to find equivalencies with three schools. I appreciate your time and diligence following up with those in your department and hope we can continue to work together.

Best,

Brianne

Brianne Waychoff, PhD
Assoc. Prof. & Deputy Chair, Speech Communications and Theatre Arts
Co-Coordinator, Gender & Women's Studies AA Program
Co-Coordinator, Communication Studies AA Program
Community College Caucus Chair, National Women's Studies Association
BMCC/CUNY | S628f | 212-220-8000 ext. 5344
https://www.bmcc.cuny.edu/faculty/brianne-waychoff
https://bmccgws.commons.gc.cuny.edu/
Pronouns: she/her/they/them

From: Elisabeth Gareis <Elisabeth.Gareis@baruch.cuny.edu>
Sent: Tuesday, October 22, 2019 10:13 AM
To: Brianne Waychoff
Subject: Re: Sample Syllabus

Hi, Brianne,

I'm sorry that this process is so glacially slow . . . although some progress has been made, with Stuart mentioning that the course has good potential for being equivalent. But he did note the absence of readings. I believe your colleague, whose syllabus it was, said that additional readings are posted on Blackboard. Could you possibly ask him to send us the syllabus again, this time with these readings included? I am optimistic that, after this last request, the course can be processed as equivalent.