KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department:_____ **Date:**_____

Title Of Course/Degree/Concentration/Certificate:_____**(ENG 6200)**

Change(s) Initiated: (Please check)

☐ **Closing of Degree**   ☐ **Change in Degree or Certificate**
☐ **Closing of Certificate**   ☐ **Change in Degree: Adding Concentration**
☐ **New Certificate Proposal**   ☐ **Change in Degree: Deleting Concentration**
☐ **New Degree Proposal**   ☐ **Change in Prerequisite, Corequisite, and/or Pre/Co-requisite**
☐ **New Course**   ☐ **Change in Course Designation**
☐ **New 82 Course (Pilot Course)**   ☐ **Change in Course Description**
☐ **Deletion of Course(s)**   ☐ **Change in Course Title, Number, Credits and/or Hours**
                                           ☐ **Change in Academic Policy**
                                           ☐ **Pathways Submission:**
                                                   ☐ **Life and Physical Science**
                                                   ☐ **Math and Quantitative Reasoning**
                                                   ☐ **A. World Cultures and Global Issues**
                                                   ☐ **B. U.S. Experience in its Diversity**
                                                   ☐ **C. Creative Expression**
                                                   ☐ **D. Individual and Society**
                                                   ☐ **E. Scientific World**

☐ **Change in Program Learning Outcomes**
☐ **Other (please describe):**_____

PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date Approved:_____**Signature, Committee Chairperson:** *Sara Rutkowski*_____

If submitted Curriculum Action affects another Department, signature of the affected Department(s) is required:

Date Approved:_____**Signature, Department Chairperson:**_____

Date Approved:_____**Signature, Department Chairperson:**_____

I have reviewed the attached material/proposal

Signature, Department Chairperson: _____

Revised/Augl.2018/AK

New Course Proposal Form*

*This form is **NOT** intended for Internships or Field Work

1. Complete the requested course information in the table below. Indicate "**NONE**" where applicable.
   *For Assignment of New Course Number, contact **Academic Scheduling**.

Department:	English
Course Designation/Prefix:	ENG
***Course Number:**	6200
Course Title:	Writing For Digital Spaces
Course Description: (Note: Description should include language similar to Course Learning Outcomes.)	Writing for Digital Spaces offers students intensive study of and practice in composing beyond print. The course focuses on widely applicable considerations in written communication while centering those specific to composition and publication in digital environments. Students will learn principles of public-facing online communication by studying and producing several forms of digital writing across a variety of genres and spaces. This course includes the opportunity for students to develop a professional website portfolio showcasing their digital writing artifacts and learning.
Prerequisite(s):	English 12 or 12A0
Corequisite(s):	n/a
Pre-/Co-requisite(s):	n/a
Open ONLY to Select students (Specify Population):	n/a
Frequency course is to be offered (Select All that Apply)	X☐ Fall ☐ Winter ☐X Spring ☐ Summer
Suggested Class Limit:	27
Indicate if a special space, such as a lab, and/or special equipment will be required:	Computer lab required for in-person class meetings.

2. Credits and Hours based on MSCHE Guidelines for *College Credits Assigned for Instructional Hours* -***Hours are based on hours per week in a typical 12-week semester** (Please check **ONE** box based on credits):

1-credit: ☐ 1 hour lecture

	□ 2 hours lab/field/gym

2-credits:	□ 2 hours lecture
	□ 1 hour lecture, 2 hours lab/field
	□ 4 hours lab/field

3-credits:	X 3 hours lecture
	□ 2 hours lecture, 2 hours lab/field
	□ 1 hour lecture, 4 hours lab/field
	□ 6 hours lab/field

4-credits:	□ 4 hours lecture
	□ 3 hours lecture, 2 hours lab/field
	□ 2 hours lecture, 4 hours lab/field
	□ 1 hour lecture, 6 hours lab/field
	□ 8 hours lab/field

More than 4-credits: □ Number of credits: _____ (explain mix lecture/lab below)
___ Lecture   ____Lab
Explanation:_____

3. **Where** does this course fit? Select from the following:

X Degree Program(s)/Certificate(s)*	**List Degree Program(s)/Certificate(s):**
	1. Associate of Arts
	2.
□ General Education/Pathways	**Select ONE of the following:**
	□ Life and Physical Science (LPS)
	□ Math and Quantitative Reasoning (MQR)
	□ World Cultures and Global Issues (Group A)
	□ U.S. Experience in its Diversity (Group B)
	□ Creative Expression (Group C)
	□ Individual and Society (Group D)
	□ Scientific World (Group E)

	If proposed as a "real" course, where will this course fit? Select from the following:
	List Degree Program(s)/Certificate(s):
	1.
	2.
☐ **82XX** Pilot/Experimental Course	**Select ONE of the following:**
	☐ Life and Physical Science (LPS)
	☐ Math and Quantitative Reasoning (MQR)
	☐ World Cultures and Global Issues (Group A)
	☐ U.S. Experience in its Diversity (Group B)
	☐ Creative Expression (Group C)
	☐ Individual and Society (Group D)
	☐ Scientific World (Group E)

*If Degree Program/Certificate is Selected:

- Include an updated **Curricular** Map (Program Learning Outcomes) for each Degree Program/Certificate listed above.
- Include an updated Degree Map (semester-by-semester course sequence) for each Degree Program/Certificate listed above. For Degree Map template, contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

The Following NYSED Guidelines must be adhered to for **ALL** Degree Programs:

45 credits of Liberal Arts (General Education) course work for an Associate of Arts Degree (AA)
30 credits of Liberal Arts (General Education) course work for an Associate of Science Degree (AS)
20 credits of Liberal Arts (General Education) course work for an Applied Associate of Science (AAS)

Additional Separate Submissions Required:
1. Curriculum Transmittal Cover Page indicating a "Change in Degree or Certificate"
2. Memo with rationale for inclusion of the course within the curriculum
3. "Current" Degree with all proposed deletions (strikeouts) and additions (bolded) clearly indicated
4. "Proposed" Degree, which displays the degree as it will appear in the *College Catalog*

For a copy of the most up-to-date Degree/Certificate requirements contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

If General Education/Pathways is Selected:
- Please refer to NYSED Guidelines for courses that are considered Liberal Arts (General Education).
- Pilot/Experimental/82XX courses CANNOT be submitted for Pathways until they are submitted as a "**real**" course.

Additional Separate Submissions Required:

Revised/July.2021/AK

1. Curriculum Transmittal Cover Page indicating BOTH "New Course" and "Pathways"
2. CUNY Common Core Pathways Submission Form

4. **List the Course Learning Outcomes** – Course Learning Outcomes are measureable/demonstrable, containing "**action verbs**" (Blooms Taxonomy). If proposed to PATHWAYS, the Course Learning Outcomes should significantly align with the Pathways Learning Outcomes (refer to the Pathways Common Core Submission Form for Pathways Learning Outcomes). If proposed for a Degree program, the course should align with the Program Learning Outcomes (PLOs). **REMINDER** – Course Learning Outcomes are consistent for **ALL sections** of the same course and **MUST** be included on the syllabus.

Course Learning Outcomes
1. Analyze rhetorical dimensions of digital texts – such as purpose, audience, and style – in the processes of planning, composing and editing.
2. Articulate and analyze the relationships among various modes of communication in digital writing spaces, including written text, images, videos, design elements, etc.
3. Reflect on how modality choices within digital text further a writer's central message
4. Demonstrate fluency with writing in genres for digital spaces, such as: websites, podcasts, social media, promotional materials, digital assets, etc, and demonstrate dexterity with the tools and technologies that support digital writing
5. Evaluate ethical responsibilities of digital composing (i.e., accessibility, copyright, and user design/UDL)

5. **Assessment of Course Learning Outcomes**: The Course Learning Outcomes are measurable/demonstrable through the below listed sample assignments/activities. Include percentage breakdown for grading. **REMINDER** - Assessment of Course Learning Outcomes are based on a **Common Syllabu**s – to allow for **any** qualified instructor to teach the course.

Course Learning Outcome	Percentage of Grade	Measurement of Learning Outcome (Artifact/Assignment/Activity)
1. Analyze rhetorical dimensions of digital texts – such as purpose, audience, and style – in the processes of planning, composing and editing.	25%	Personal Website/Digital Writing Portfolio Promotional/Educational One-pager Blog Writing Read Aloud Audio Project Writing for Social Media Writing Studio Activities
2. Articulate the relationships among various modes of communication in digital writing spaces, including written text, images, videos, design elements, etc.	20%	Promotional/Educational One-pager Read Aloud Audio Project Writing for Social Media Writing Studio Activities

3. Reflect on how modality choices within digital text further a writer's central message	10%	Personal Website/Digital Writing Portfolio Promotional/Educational One-pager
4. Demonstrate fluency with writing in genres for digital spaces, such as: websites, podcasts, social media, promotional materials, digital assets, etc, and demonstrate dexterity with the tools and technologies that support digital writing	25%	Personal Website/Digital Writing Portfolio Promotional/Educational One-pager Blog Writing Read Aloud Audio Project Writing for Social Media Writing Studio Activities
5. Understand ethical responsibilities of digital composing (i.e., accessibility, copyright, and user design/UDL)	20%	Personal Website/Digital Writing Portfolio Blog Writing Read Aloud Audio Project Writing for Social Media Writing Studio Activities

6. **Who** is expected to enroll in this course? Please provide details for the student population(s), degree program(s)/certificate(s), and applicable concentration(s), this course is expected to include.

Both degree-seeking and non-degree-seeking students could select this English course. Degree-seeking students could apply it toward the Literature & Writing requirement for the A.A. degree in Liberal Arts. Non-degree-seeking students could choose to take "Writing For Digital Spaces" to help them develop and refine the knowledge and skills they need to succeed in the writing demands they will face in their future professional environments. At this time, there is no L.A. concentration where this course will fit. However, we are in the process of developing a Liberal Arts concentration in Professional Writing that will articulate with parallel programs at Medgar Evers College and New York City College of Technology. Writing for Digital Spaces will be one of the courses we include in that concentration.

7. Explain **why** this course is a necessary addition to the curriculum. **REMINDER** – Explain the course's role within the selected Pathways Group or Degree program – How does this course meet the Program Learning Outcomes (PLOs)? Was the course a recommendation from a recent Annual Program Review (APR), Advisory Board, Accrediting Body, etc.? How might this course help students seeking to transfer to a 4-yr college or transition into a career after KCC?

In business, creative, and community organizations, strong, versatile writing skills are more valuable than ever before. "Writing For Digital Spaces" offers Liberal Arts students the opportunity to develop and hone the rhetorical skill and genre awareness necessary to write effectively in many different professional contexts—including community, healthcare, business, government, nonprofit, and industry—and across different digital platforms and environments. No other course with a similar specialization exists at the college.

In conceiving of this course, and other future professional writing courses, we have worked closely with members of the English departments at Medgar Evers College and New York City College of Technology, both of which have programs in professional and technical writing. We have designed this course to be able to transfer into both of these programs.

8. Upon transfer, does this course meet a specified requirement for a degree at a 4-year institution? If so, please include the institution and degree program. It is recommended you review your current Articulation Agreements.

This course will transfer into New York City College of Technology's B.S. program in Professional and Technical Writing. It will be equivalent to City Tech's ENG 2720 Writing with New Media. Eng 2720 is a regular Liberal Arts course.

This course will transfer into Medgar Evers College's Professional Writing track of the B.A. program in English. It will be equivalent to Medgar Evers' ENGL 318 Writing For New Media. ENGL 318 is a regular Liberal Arts course.

9. Will adding the course potentially **conflict** with other courses – in content or subject matter – offered in either your Department or in *another* Department? If it will, please explain **how** and indicate **why** the course is still necessary.

No. The proposed course will not conflict with or overlap any existing course at the college. MCB 5000 Writing For the Electronic Media is offered by KCC's department of Communications and Performing Arts and focuses more directly on writing for television and broadcast media.

10. Proposed textbook(s) and/or other required instructional material(s), including open educational resources (OER)– Please include any supplemental/recommended materials/texts to allow for **any** qualified instructor to teach the course:

The following two OER books are recommended for use in this course:

> Lowe, Charles, & Pavel Zemliansky (Eds.) *Writing Spaces: Readings on Writing, Volumes 1-5*. WritingSpaces.org; Parlor Press; The WAC Clearinghouse, 2010. https://writingspaces.org//
>
> Miller, Cara. *Writing For Digital Media*. PALNI Press, 2024. https://doi.org/10.59319/YTRK1446

11. **Attach a Common Syllabus** that includes the Topical Course Outline for the 12-week semester. This should be specific and explicit regarding the topics covered and should contain the detailed sample assignments/activities being used to measure the Course Learning Outcomes. **REMINDER** – be mindful to focus on the Course Learning Outcomes, Course Content, and Assessment.

12. Selected Bibliography and Source materials:

Writing for Digital Spaces

Department of English
Kingsborough Community College, CUNY

Course number, section, and CUNY first number
Class meeting days, times, and location (*computer lab classroom*)
Course Instructor:
Contact Information:
Office hours:

Course Description

Writing for Digital Spaces offers students intensive study of and practice in composing beyond print. The course focuses on widely applicable considerations in written communication while centering those specific to composition and publication in digital environments. Students will learn principles of public-facing online communication by studying and producing several forms of digital writing across a variety of genres and spaces. This course includes the opportunity for students to develop a professional website portfolio showcasing their digital writing artifacts and learning.

Course Learning Outcomes

1. Analyze rhetorical dimensions of digital texts – such as purpose, audience, and style – in the processes of planning, composing and editing.
2. Articulate and analyze the relationships among various modes of communication in digital writing spaces, including written text, images, videos, design elements, etc.
3. Reflect on how modality choices within digital text further a writer's central message
4. Demonstrate fluency with writing in genres for digital spaces, such as: websites, podcasts, social media, promotional materials, digital assets, etc, and demonstrate dexterity with the tools and technologies that support digital writing
5. Evaluate ethical responsibilities of digital composing (i.e., accessibility, copyright, and user design/UDL)

Required texts

Lowe, Charles, & Pavel Zemliansky (Eds.) *Writing Spaces: Readings on Writing, Volumes 1-5*. WritingSpaces.org; Parlor Press; The WAC Clearinghouse, 2010. https://writingspaces.org

Miller, Cara. *Writing For Digital Media*. PALNI Press, 2024. https://doi.org/10.59319/YTRK1446

Grade Breakdown

Assignments	Percentage
Personal Website (home page, about page, and goals page) Learning Outcomes Targeted: 1, 4, 5	10%
Promotional/Educational One-Pager Learning Outcomes Targeted: 1, 2, 3, 4	10%
Blog Writing (review, advice, interview, and listacle) Learning Outcomes Targeted: 1, 4, 5	15%
Read-Aloud Audio Project (creating an audio-text) Learning Outcomes Targeted: 1, 2, 4, 5	20%
Writing for Social Media Learning Outcomes Targeted: 1, 2, 4, 5	25%
Digital Writing Semester Portfolio - Revised and developed from original Personal Website (home page, about page, accomplishments page, a page for each assignment with rationale and goal) Learning Outcomes Targeted: 1,2, 3, 4, 5	10%
Writing Studio Activities	10%

Learning Outcomes Targeted: 1, 2, 3, 4, 5	

Overview of Units & Major Assignments

Personal Website / Digital Writing Portfolio: Throughout the semester you will create, revise, refine, develop, and edit a personal website you create to showcase your digital writing assets from this semester. Your personal website will consider the audience, purpose, persona, and context you are writing for. In this assignment you will develop a CUNY Academic Commons Website that includes written content for a Home page, About page, and Goals/Mission page. As the semester goes on you will add and write content for new pages and posts to your website. By the end of the semester, you should have a polished and completed digital writing portfolio that you could use professionally. During your final phase of work on your Digital Writing Portfolio, you will add a blog entry in which you reflect on your learning over the course of the term and highlight ways in which various projects developed your knowledge of and proficiency in digital writing. **Taken together, the personal website and the digital writing portfolio comprise 20% of the final course grade.**

Blog Writing (review, advice, interview, and listicle): Based on an area of research of your choice–one you will follow throughout the semester– you will study, write, and design two blog entries on your website. You will learn the conventions of this genre and apply them to your blog posts, with consideration to the audience, purpose, context, accessibility and medium. **The blog portion of your personal website is, itself, worth 15% of your course final grade.**

Promotional / Educational One-pager: As you gain knowledge and expertise on the area you choose to research, you will write and design concise and persuasive content for a one page promotional or educational artifact. **The one-pager project is worth 10% of your course final grade.**

Read Aloud Audio Project (creating an audio-text): You will choose a text related to the area of research you're following this semester to adapt to an audio format that takes advantage of the affordances of select modes of communication in order to transform the text into an audible, accessible, rhetorically dynamic artifact. The audio project will require that you integrate at least 3 assets (e.g. sound effects, voice over, music, sound bites, etc.) into your audio artifact using a digital audio editing recording app. **The audio project is worth 20% of your course final grade.**

Writing for Social Media: This assignment will require that you bring all your expertise and knowledge about the research topic you chose together to create, write content, and produce a social media campaign. You will create an account, an identity, and content that is meant to reach a wider and new audience that are different from the audiences you chose for the previous assignments. This assignment will ask you to write a proposal, construct a bio and mission statement with ethical considerations, and produce content for the account. **Your social media campaign is worth 25% of your course final grade.**

Low-Stakes Writing Studio Activities

In this class, we will be analyzing and composing in different genres, practicing different writing techniques, and learning to use a variety of media and software. In order to best prepare you for the larger digital writing assignments, you will complete weekly low stakes studio activities. **Taken together, these weekly low-stakes activities comprise 10% of your course final grade.**

Weekly Schedule

Unit	Week	Focus	Writing Studio Activities & Assignments	Major Assignments
Websites	1	What is digital writing? The rhetorical situation/elements of digital writing and digital spaces The anatomy of a website – Home pages, "About" pages, and what they do	Close in-class examination of three different digital writing artifacts about the same topic – a website homepage, a social media post, and a marketing email bulletin.	**Read** "The Myth of the Digital Panacea" by Cara Miller
	2	Sketch of personal website	Begin building personal sites based on your story board. Initiating work on digital genre exploration & report Storyboard of the pages, structure, and content of your personal website	**Read** "Writing the Genres of the Web" by Cara Miller
	3	Developing blogs for your personal site Adding visuals: Integrating hyperlinks, images, and video content into your website.	Creating the blog page on your personal website. Analysis of purpose, audience, and other rhetorical considerations for the two blogs they will create of different blog	**Read** "Why Blog?" by Alex Reid **Read** "Understanding Visual Rhetoric" by Jenae Cohn

			styles, e.g. listicle, advice, review, interview. Digital genre exploration & brief report Identifying topic of personal and/or social interest to be the focus of the content you develop for the remaining assignments in the course.	
	4	Crafting visual aids for your website, e.g. infographics, graphs, flowcharts.	Continuing work developing content for one or both blogs on your personal website. Team feedback on personal website in development.	**Create & Write** First iteration of personal website with home, about, and two blog pages
Promotional/ Educational One-pager	**5**	Using multiple modes in a small product	Close analysis of sample one-pagers highlighting writer's use of text, visuals, and design elements. Experimenting with Microsoft365 apps and initiating design of one-pager project **Write** Rhetorical and modality sketch for one-pager, identifying choices you've made for your project that implement various modes of communication	
	6	Design & produce the product	Analyzing our personal websites from the perspective of privilege and access	**Create & Write** One-pager project **Read** "[Privileged Spaces](#)" by Cara Miller
Audio Project	**7**	What is soundwriting?: Embodiment,	Isolating sounds in *This American Life*, NPR	**Read** "[Why We Teach](#)"

		performance, and writing with sound.	**Write** 500 word reflection about the differences you notice in the audio and alphabetic text version of *Bad Ideas About Writing*.	Soundwriting" by Faris, Danforth, and Stedman **Read** a chapter from *Bad Ideas About Writing* **Listen** to the same chapter from *Bad Ideas About Writing*
	8	Rhetorical performance, accessibility, and technology	Learning to use Audacity. Collect 2 sound samples and one text and create a 30-60 second audio recording with voice over. Continue working on Audacity practice sample - collect 2 sound samples and one text and create a 30 second audio recording with voice over and transcript.	**Read/Listen** Kyle D. Stedman's webtext "Podcasting Bad Ideas About Writing" in Kairson **Watch** Audacity Video Tutorial **Read** Audacity Manual **Read** "The Rhetorical Possibilities of Accessibility" by Rachel Donegan **Or** "Rhetoric of Description: Embodiment, Power, and Playfulness in representation of the Visual" by Margaret Price and Erin Kathleen Bahl
	9	Design studio and production	Begin sketching an idea and script for an audio project and collect and create assets. Continue to develop audio project	**Read** "A Rhetorical View of Captioning" by Sean Zdenek
Social Media	**10**	Counterpublics and	Inventing the campaign	**Create** Audio

Campaign		writing for change	Composing the proposal Begin drafting/composing your social media campaign and prepare for the Pecha Kucha proposal presentation happening on Wednesday.	Project with transcript and rationale **Read** "[Public Writing for Social Change](#)" by Ashley J. Holmes **Read** ["Thinking Across Modes and Media (and Baking Cake): Two Techniques for Writing with Video, Audio, and Images](#)" by Crystal VanKooten
	11	Design studio and production	Drafting the social media campaign (planning, collecting assets, composing, etc.) **Pecha Kucha Presentations:** You'll have 20 seconds per slide, 1 - 3 min to present your ideas and storyboard for the social media campaign you are designing.	**Write/Present** Social Media Campaign
Final Portfolio Work up	12	Final assets, revisions, and designs to digital writing portfolio	Revising, refining, and updating portfolio	**Create/Write** Social Media Campaign
Finals week	13			**Final personal website/ portfolio due**

Course Policies

Absence Policy: Attendance in college is critical for students' learning. Regular attendance ensures that you will have the opportunity to learn from your professor, learn from your peers, participate in class discussions, keep up to date with in-class work (both individual and collaborative), and take in-class quizzes and assessments that will occur throughout the semester. If at any point during the semester you simply stop attending class, you will be assigned a WU for

this course.

Academic integrity policy: Plagiarism is "the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work" (www.dictionary.com). Please note that this includes language, text, or material taken (without acknowledgement) from AI text-generators. If you plagiarize in any of the work you submit, you may receive a grade of 0 for the assignment. Please see Kingsborough's website page on Academic Integrity for more information on plagiarism.
https://www.kbcc.cuny.edu/studentaffairs/student_conduct/academic_integrity.html

Classroom Etiquette: Obviously, it is rude to come to class late and/or unprepared and to fail to give the class your full attention. I expect you to treat your teacher and your classmates the way you would want to be treated, by being respectful and thoughtful in your interactions with others in class. Failure to come to class prepared and failure to participate will result in a lower course work grade.

Statement on Accessibility: It is college policy to provide reasonable accommodations to individuals with disabilities. Any student with a documented disability who may need accommodations for this course is requested to contact AAS as early in the semester as possible. AAS can be reached by phone at 718-368-5175 or by email at AAS@kbcc.cuny.edu. The office is in room D205. All discussions will remain confidential. For more information, please click on the link to the Access-Ability Services webpage in the Quick Links menu of the KCC homepage or at the bottom of every page on the KCC website. The AAS webpage also provides access to the AAS Student Handbook, which is a valuable introduction to the services and programs that are available.

Statement on Preferred Pronouns: I affirm all forms of gender expressions and identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to inform me on your preferred gender pronoun or if you do not have a pronoun. The gender-neutral bathrooms are located in the following places on campus: A117, A119, L303, L504, M436, T4 154, T8 108B, V211, and V212. If you have any questions or concerns, please do not hesitate to contact me.