

## **GUIDELINES FOR NEW COURSE PROPOSALS**

*The Online Baccalaureate Program welcomes proposals for courses that might be added to the offerings of the program, in the major, in general education, and as electives. Before submitting a proposal, you are encouraged to review information about our program online at <http://www1.cuny.edu/online/catalog/index.html>.*

*Proposals are reviewed by the Curriculum Committee of the Online Baccalaureate at its monthly meetings. To allow for the most efficient processing of course proposals, we encourage you to respond to the points below. If you have questions as you are preparing a proposal, please contact the Academic Director, Ellen Smiley ([esmiley@ccny.cuny.edu](mailto:esmiley@ccny.cuny.edu)).*

1. Proposed Course Title: **"Alternate Worlds: Learning the Future"**
2. Course Description: *Please provide a concise one-paragraph description of the course, including information about the prominent topics and themes, important assignments and/or learning activities, and expected number of credits.*

**This interdisciplinary course, through the lenses of online instruction and Science Fiction, will examine literary imaginations of the future of teaching and learning. We will discuss the ways in which Science Fiction responds to the concerns and issues of its own time, and reflect on current issues in teaching and learning—and how visions of technology and visions of learning interact to inform our understanding of the future of schools and higher education. Students will analyze the literature, analyze the online tools they are using in the course, and come up with their own predictions and proposed models for new visions of teaching and learning. The course will include active discussion boards, annotation and analysis of websites and texts, online quizzes, three essays and a final project (which may include multimedia, web design, and interactive elements). Students will earn three (elective) credits. There will be no required face-to-face meetings. All of the course activities will be asynchronous and online.**

3. Name, Title, Institutional Affiliation, Telephone Number and E-Mail Address (of individual proposing the course), along with description of any online teaching experience:

**Joseph Ugoretz, Ph.D., Director of Technology and Learning, Macaulay Honors College, 212-729-2920, [joseph.ugoretz@mhc.cuny.edu](mailto:joseph.ugoretz@mhc.cuny.edu), member of Consortial Faculty for CUNY Online Baccalaureate, Adjunct Faculty in Instructional Technology and Pedagogy Program of CUNY Graduate Center. Teaching online courses and training online instructors since 2000. Certified reviewer of online courses by NYSHED.**

4. Pre- and co-requisite courses and any required academic or technology-use skills:

**No pre- or co-requisites. Training for all unfamiliar technology skills will be provided within the course.**

5. Has this course been offered online previously? If Yes, please provide some detail about the previous offering (s).

**This is a new course and has not been offered before**

6. What are the course objectives? *This should be a list of the most important learning outcomes in the course. Please note that a list of units or topics is not an appropriate response to this question.*

**1. Students will be able to give examples of current trends in teaching and learning and speculate about how they may play out in the future**

**2. Students will be able to give examples of how science fiction, as literature, reflects the contemporary attitudes and concerns of its age and addresses universal human questions.**

**3. Students will be able to describe the history of their own education, and propose ways that they can alter and control their learning in other courses**

7. Give examples of how these outcomes will be addressed in the online environment.

**Students will read blog posts (from influential edu-bloggers and science fiction authors), short fiction, novels and news articles. They will annotate websites (using Google SideWiki and other tools) as well as YouTube and other videos. Students will post reflective essays and relate material from the literature to their own experiences in their own blog posts and discussion board interactions. Students will create and post interactive slideshows (using VoiceThread) with illustrations (Creative Commons-licensed) from flickr and from primary historical sources online (Smithsonian American Memory Project). Students will work to create a version of the online "Map of Future Forces Affecting Education."**

8. Say how you expect to assess learning in the course and assign grades:

**Students will be responsible for three essays and a final project. The average of the grades for these assignments will count as one-third of the final grade in the course. Participation on the class Discussion Boards (both quantity and quality—judged according to a rubric posted in the course) and on the annotation and web-search activities will count for another third of the final grade. The final third will be the average of all the open-book quizzes (one quiz for each reading assignment).**

9. Provide an outline of the first 3-4 weeks of the course, including, for each week, topics, assignments, activities or projects, and formal assessments, e.g. quizzes or tests:

**Weeks 1-2: Introduction and Foundations**

**Mini-Lectures: What is Science Fiction?**

**School 1.0**

**How do People Learn?**

**Discussion Boards: Hello and Welcome—What is SF to you?**

**Your history of schooling**

**Teaching and Learning in Literature—what have you read?**  
**Readings (with quizzes): "Dear Kids: You don't have to go to college"**  
**"Is it OK to be a Technologically Illiterate Teacher"**  
**Web-search: Find learning resources and annotate with sidewiki**

**Weeks 3-4: Education as Cultural Marker**

**Mini-Lectures: School .1 and School 2.0**

**What is culture?**  
**Cultural enforcement**  
**Education and Ethics**

**Discussion Boards: Name your culture(s)**

**Competition and Cooperation**  
**"I cheated myself..."**

**Readings (with quizzes): Heinlein's *Space Cadet* (novel)**

**Vinge's "Fast Times at Fairmont High"**

**Doctorow's "Anda's Game"**

**Essay: How has your education marked you? What does the style of your education tell you about the style of the culture in which you have lived? Compare to readings**

**Weeks 5-6: Learning to Learn**

**Mini-Lectures: Learning Styles**

**Self-Reflection and meta-learning**  
**Your Museum of You (eportfolios)**

**Discussion Boards: Try a different style for a day**

**How does THIS course work with your style?**  
**The most important lesson—NOT in school**

**Readings (with quizzes):**

**Excerpt from Heinlein's *Starship Troopers***

**Excerpt from Varley's *Red Lightning***

**Leguin's "Fisherman of the Inland Sea"**

**Web-search: How are online courses offered? Find your ideal learning environment and share it—with annotation.**

**Weeks 7-8: Learning to Ask**

**Mini-Lectures: Google-Fu**

**Taking the initiative**

**Discussion Boards: Your search strategies**

**Tips and tricks, share them here**

**Readings (with quizzes): Silverberg's *Nightwings* (novel)**

**Asimov's "The Nine Billion Names of God"**

**Essay: What does it mean to have the massive collective brain, the encyclopedia of everything, at your fingertips?**

**Weeks 9-10: Technology Changes Us**

**Mini-Lectures: Future Forces Affecting Education**

**Cyborgs, artificial intelligence and intelligent artifice**

**Multi-tasking and over-connecting**

**Discussion Boards: How do you relate to the machines in your life?**

**How do you connect?**

**Revisit your history of schooling**

**Readings (with quizzes): Kuttner's "Mimsy were the Borogoves"**

**Rats" Sheldon's "The Psychologist who Wouldn't do Awful Things to**

**Tenn's "On Venus, Have we Got a Rabbi"  
Web-search: Map of Future Forces**

**Weeks 11-12: Who Are We? (What is Human?)**

**Mini-Lectures: Homo Homini Lupus**

**Austen and Homer and Dickens**

**Discussion Boards: What is Human? (or what is not?)**

**Final project ideas**

**When we do what we do to each other, what do we do?**

**Readings (with quizzes): Anderson's *Feed* (novel)**

**Essay: What does it mean to be a human being in the 21<sup>st</sup> Century—and beyond. Has it changed? Is there a *Homo Novo*?**

**Weeks 13-14: Why Are We? (Why Learning? and Why Literature?)**

**Mini-Lectures: The sophists and jiu-jitsu**

**Job Skills and Liberal Arts**

**Reading to Learn and Reading to Love**

**Discussion Boards: Why do you read?**

**Literature and Pulp (the question of genre)**

**At the movies—and what is to come?**

**Readings (with quizzes): Shaw's "Light of Other Days"**

**Bova's *The Dueling Machine***

**Dick's "We Can Remember it for You Wholesale"**

**Web-search: Open education resources—find them, annotate them, and describe—not what they do, but WHY they do it. What is the purpose, the deeper purpose, of these resources?**

**Week 15: Reflecting and Projecting**

**Mini-Lectures: Summing up and Envoi**

**Discussion Boards: Project Consultation**

**Readings: (no readings for final unit)**

**Final Project: Into the future—your plan, you present it—build on what we have learned to present your proposal for the future of education (yours, or more generally). Multimedia, hyperlinks, all are welcome. Interact with your classmates in the building.**

10. In addition to the standard Fall and Spring semesters, would the proposed course be appropriate for offering in: (a) January, as an intensive 2-3 credit course or workshop? or (b) Summer Session, in a 10-week term?

**This course is most appropriate for a full (15-week) semester**

*Please add any other information that might be useful to the Curriculum Committee in making its decision.*

**At least in the beginning, as a pilot, this course will be limited to Macaulay Honors College students.**

*Thank you for your interest in contributing to the Online Baccalaureate Program.*