

Abilene Christian University

Application for a New Course v9

Course ID <i>Subject and Number</i>	ENGL380
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	William Carroll
2	Course Teacher	William Carroll
3	Course Title	Interactive Narratives
4	Course Abbreviation (if title is over 30 characters)	
5	College	Arts and Sciences
6	Department	Language and Literature
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	No
10	Maximum number of times course may be repeated	
11	Maximum number of hours credit	
12	Explanation for variable credit	
13a	Course contact hours - LEC	3
13b	Course contact hours - Lab	
13c	Course contact hours - Practicum	
13d	Course contact hours - Seminar	
13e	Course contact hours - Studio	
13f	Course contact hours - Online	
13g	Course contact hours - Colloquium	
13h	Course contact hours – Field Experience	
13j	Course contact hours - Internship	
13k	Course contact hours - Research	
13m	Course contact hours - Workshop	
13n	Course contact hours – Other (specify)	
14	Instructor Workload	3 hours
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	25
17	Catalog Description (50 words or less)	English 380 introduces the lexicon and theoretical models for the study of interactive narratives (from games, social media, fan literature, or other emerging media). Students will explore how meaning is generated through

		these narratives, demonstrating the knowledge they gain through reflective writing, researched writing, and project-based assignments.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Completion of Sophomore English Requirements
19	List any co-requisites	
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	
21	Does this course have any special student costs? Yes/No <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
22	How often will it be offered? Fall	X
23a	How often will it be offered? Spring	
23b	How often will it be offered? Summer	
23c	How often will it be offered? Fall	
24	Frequency?	Every other year
25	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Fall 2016
26	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	
27	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	No
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i>	Yes. Spring 2014. Enrollment 25.
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	None. (There is an English course that focuses on composing narratives for games; this course is focused on theories of interactive fictions, including games)

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	This will be one of several courses that fulfills the Advanced English Elective requirement.
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2	Justification State the justification for adding this course to the current curriculum. Represent the need	There are many reasons the focus on interactive fictions are growing. Twitter, fan literature, narratives in gaming culture are all areas that are expanding with the explosion of new media. As game studies is the focus of this iteration of the course, I will use it as a specific example. Game studies/play theory is a rapidly growing field that is being explored beyond game studies programs. Within English, narrative is a main reason. In the century that the academy has had any interest in contemporary literature, the narratives of our fictions has been a central study. As the media for sharing our narratives has expanded, English studies incorporated some study of film into to the discipline. Now that interactive narratives are commonplace within the gaming environment, it seems only natural that we would study the narratives produced there. Much like film studies within English, the approach is theoretical (other departments focus on producing films--and other departments focus on producing games); however, our study of narrative in film or games is informed by and informs those studies. However, our discipline is also heavily invested in understanding how our discourses and narratives reflect and reshape our notions of being human and generate meaning. This study encompasses artistic texts (traditional literary study), persuasive texts (rhetoric), and, as our theories of discourse have led us to understand, any text--written, spoken, performed--can be valuable in our pursuit of understanding ourselves. As we spend more and more time in virtual environments, including games, much more attention to the creation and meaning of texts in these sites is warranted. Play theory is becoming a shaping force in the humanities broadly. Deconstruction has already introduced the notion of play as an important piece in interpreting signs, but increasingly all of our meaning-making endeavors (work, love, religion/spirituality, war, art) are being interpreted as acts of play. As our theory is moving in that direction, I want to explore the implications of that move. Additionally, this course should benefit the DET major, providing their students a humanities-focused theoretical perspective on their area of study in a course likely to interest them. Upon its first offering, the course filled almost
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		immediately, showing student interest. While the majority of students are English majors, the number of DET, Information Technology, and Convergence Media majors indicate the subject's broader interest to other majors.
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III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Completion of sophomore English requirements is required before enrolling in this course, which is designed for students interested in the study of interactive fictions. This course requires the skill of effective close reading of texts from a variety of media.
2	State the overarching course goal(s) in performance terms.	This course introduces the lexicon and theoretical models for the study of interactive narratives. Using these, students in the course will explore how meaning is generated through interactive narrative, demonstrating the knowledge they gain through reflective writing, researched writing, and a collaborative project.

2. Competencies and Measurements

	Competency	Measurement
1	Articulate personal goals for learning for the semester	Course Research Proposal
2	Demonstrate mastery of key terms and ideas relating to interactive narratives and the theories employed to study them	Weekly Quizzes and Weekly Reading Notes
3	Employ key terms and ideas from theories to explore, analyze and evaluate the meaningfulness of narratives in varied contexts and media	Weekly Reading Notes
4	Synthesize independent research with learning from the weekly reading, discussion, and assignments to answer questions raised in the research proposal	Learning Assessment Reports
5	Demonstrate an understanding of interactive narratives and the theories that enable them by collaborating to construct a simulacrum	Group Project
6	Reflect on the significance of interactive narratives	Final Exam Essay

7	Articulate a summative assessment of personal learning about interactive narratives and their theory	Final Exam Essay
8		
9		

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.
 - Card, Orson Scott. *Ender's Game*. New York: Tor, 1994.
 - Cline, Ernest. *Ready Player One*. New York: Broadway, 2012.
 - McGonigal, Jane. *Reality Is Broken: Why Games Make Us Better and How They Can Change the World*. New York: Penguin, 2011.
 - Elias, George Skaff, Richard Garfield, and K. Robert Gutschera. *Characteristics of Games*. Cambridge, MIT P, 2012.
2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**.
 - b. full publication information; label **Graduate**. Indicate number of pages required.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Director of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the library director's report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Degree Plan — The impact of the course must be reviewed by the Director of Curriculum. Attach degree plan signed by the Director of Curriculum.
4	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach all documents referred to in Section II-2
9	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
10	Provide documentation for all additional attachments here

V. Preliminary Approvals

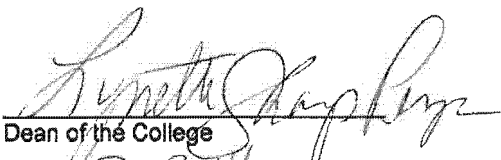
All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Primary Department



Department Chair
1/25/14

Date



Dean of the College
2-3-14

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

VI. Approvals *Place all approvals on one page.*

A. Course ID: ENGL 380

Course Title: Interactive Narratives

1. College Academic Council Action: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ☒

Denied ☐

Lynette Shapley
College Dean or Director

2-3/4
Date

Approved ☐

Denied ☐

College Dean or Director

Date

2. Graduate Council Action: (for graduate level courses)

Approved ☐

Denied ☐

Dean of Graduate School

Date

3. University Undergraduate Academic Council Action:

For undergraduate level courses only

Approved ☐

Denied ☐

Associate Provost

Date

4. University General Education Council Action: (when applicable)

Approved ☐

Denied ☐

Provost or designee

Date

5. University Budget Committee Action: (when applicable)

When applicable – see New Course Application Instructions

Approved ☐

Denied ☐

Chair, University Budget Committee

Date

6. Academic Provost Action: (for all courses)

Approved ☐

Denied ☐

Provost

Date

7. President of the University Action: (for all courses)

Approved ☐

Denied ☐

President

Date

Attach notes, comments, or conditions from appropriate councils:

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

MEMORANDUM

DATE: November 19, 2013
TO: Dr. Bill Carroll
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for ENGL 380 – Gaming Culture

After reviewing the course application and syllabus, the library can support the proposed course. Please contact Carisse Berryhill (carisse.berryhill@acu.edu), Librarian Liaison to the Department of Language and Literature, if you will require additional library resources in the future for the course. Thank you for letting us review the course application.



November 21, 2013

Dr. William Carroll
Barret Hall 100
Abilene Christian University
Tel: (325)674 2556
Email: William.carroll@acu.edu

Re: Review of ENGL380.01: Gaming Culture

Dear Dr. Carroll,

Thank you for the submission of the application for the new course ENGL380.01: Gaming Culture. We reviewed the syllabus based on the ACU Syllabus Guidelines. We found that you have met or in many cases exceed the expectations in this guideline. The syllabus is very clear in describing your expectations and requirements for the course. Congratulations on the truly exceptional work.

The only issue I found is that you have some extra spaces between the paragraph of "Department of English Mission" and the paragraph of "Course Description, Overview, and objectives", which you can easily fix. You do not need to send the revised version to us.

If there is any aspect of the application or course development you would like to discuss further, please let me know and we can schedule a time to meet. Please know the Adams Center is here to serve you in any aspect of your course development, implementation, and/or ongoing teaching of the course.

Again, thank you for allowing the Adams Center team to review your course application and if there is any way we can serve you, please know we are here to serve you.

Director, Instructional Design,
Adams Center

English 380.01

Interactive Narratives

Course Objectives, Policies, and Syllabus

Instructor: Bill Carroll, Associate Professor

Email: william.carroll@acu.edu

Office: 674-2556

Office: Chambers 304

Office Hours: MW 9:15-11, R 11:30-3

Credit: 3 hours

Meeting Time: 2-3:20 MW

Location: Barret Hall 100

ACU Box: 28252

Fax: 674-2408

Books and Supplies

Card, Orson Scott. *Ender's Game*. New York: Tor, 1994. ISBN: 978-0812550702

Cline, Ernest. *Ready Player One*. New York: Broadway, 2012. ISBN: 978-0307887443

Elias, George Skaff, Richard Garfield, and K. Robert Gutschera. *Characteristics of Games*. Cambridge, MIT P, 2012. ISBN: 978-0262017138

McGonigal, Jane. *Reality Is Broken: Why Games Make Us Better and How They Can Change the World*. New York: Penguin, 2011. ISBN: 978-0143120612

Prerequisites and Primary Audience

Completion of sophomore English requirements is required before enrolling in this course, which is designed for students interested in the study of gaming culture and gaming narratives through narratology and play theory.

Catalog Description

English 380 introduces the lexicon and theoretical models for the study of interactive narratives (from games, social media, fan literature, or other emerging media). Students will explore how meaning is generated through these narratives, demonstrating the knowledge they gain through reflective writing, researched writing, and project-based assignments.

ACU Mission

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

Department of English Mission

The mission of the Department of English is to contribute to the university's core curriculum goal of writing effectively in English as a result of clear thinking and extensive reading, writing, and observation; and to prepare its majors for such careers as law, professional writing, and English education in ways consonant with Christian service and leadership.

Course Description, Overview and Objectives

This version of ENGL 380, interactive narratives, is designed to introduce students to gaming culture, gaming narratives, and theories of play. The reading and class experiences are designed to provide a broad overview of the subject. In these, students will master the lexicon of games and game study, the main theoretical models used to study games, and the characteristics of games, gaming cultures, and gaming narratives. The writing assignments and projects are intended to provide students with the opportunity to pursue specific questions to much greater depth within these broader categories.

On any given class day, students can expect a blend of some or all of the following: lecture, discussion, group work, gameplay, and media presentations. The goal of class meetings is to clarify key terms and ideas, and then to apply them to games, game cultures and gaming narratives to explore how these forms both reflect and shape the human experience. Particular attention will be given to the relationship of behavior in virtual spaces to our constructions of identity.

Outside of class, students will be expected not only to read all assigned readings, but independently to explore other related readings, to participate in multiple forms of solitary and group gaming, and to make application of what they have learned in reading, class discussion, and independent activity through writing that analyzes games and gaming narratives and evaluates them through the lens of play theory. Additionally, working with a team of classmates, students will design and propose a game that synthesizes what they have learned from various sources and makes practical application of this knowledge in the form of a working game.

Competencies and Measurements

	Competency	Measurement
1	Articulate personal goals for learning for the semester	Research Proposal
2	Demonstrate mastery of key terms and ideas relating to games and the theories employed to study them	Weekly quizzes
3	Employ key terms and ideas from game studies to explore, analyze and evaluate the meaningfulness of gaming in varied contexts and media	Weekly reading/gaming notes
4	Synthesize independent research with learning from the weekly reading, discussion, and assignments to answer questions raised in the research proposal	Learning assessment reports
5	Demonstrate an understanding of game theory and the function of play by applying these to an invented game	Group Project
6	Reflect on the significance of play	Final Exam Essay
7	Articulate a summative assessment of personal learning about gaming and play theories	Final Exam Essay

Course Policies

Attendance

Because regular class attendance contributes to your academic success, you will be required to attend at least 80% of the class meetings in order to receive credit for the course. For MW classes, you cannot miss more than 6 times regardless of the reason. If you miss more than 20% of the classes, you will be dropped from the class with a WF. This grade averages in your GPA as an F.

When you do find it necessary to miss class, it is your responsibility to get lecture notes and class assignments before the next class period.

Late Work

Homework and regular assignments (quizzes, weekly reading/session notes) not turned in by the beginning of class on the day that they are due will not receive credit. In the event of absence, make arrangements to complete daily assignments in advance or submit them electronically. Quizzes may only be made up if the absence is due to a university-sponsored event with documentation submitted in accordance with university policy.

Major projects (Research proposal, Learning Assessment Reports, Group Project) are due at the beginning of class on the dates found in your syllabus. A late assignment will accrue a 10% penalty against its final grade for each day it is late, including weekends. In extreme circumstances such as prolonged illness or family crisis, apply for an extension before the due date.

Exams not taken at the assigned time will also accrue a 10% late penalty per day against their final grade.

Academic Integrity

Though Salvatore Natoli asserts that we “unconsciously associate size with importance,” please do not interpret the length of this section to imply that avoiding cheating is the central element of this course. Academic integrity is important, but avoiding cheating only removes one impediment to learning; it does not constitute knowledge. However, in an age where we try to avoid the consequences of our lack of integrity and institutional bureaucracy attempts to account for this, this section, and its bloated length, becomes necessary.

Rationale for Policy

The most powerful motive for integrity and truthfulness comes from one’s desire to imitate God’s nature in our lives. As a community of Christian students and scholars, we are each responsible to expect behaviors from each other consistent with the nature of God, to respect the community, and to respect ourselves.

Expectations of academic honesty and integrity extend to both university employees and students. Every member of the community is responsible for protecting the integrity of learning, scholarship, and research. Being responsible requires action against violations

in spite of peer pressure, loyalty, or compassion. Individuals must take responsibility for their own conduct and discourage misconduct by others.

Definition of Academic Integrity

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, homework assignments, assessments, examinations and tests, attendance at required out-of-class activities, written or oral presentations, and laboratory experiments and research.

Violations of academic integrity and other forms of cheating involve the intention to deceive or mislead or misrepresent and therefore, are a form of lying. Specific examples of academic dishonesty in this course include, but are not limited to, the following:

- Submitting for credit, in whole or in part, the work of others.
- Receiving, giving, or using unauthorized aid on an examination.
- Failure to give credit to sources used in a work in an attempt to present the work as one's own.
- Submission of paper(s) or project(s) obtained from any source, such as a friend, research service, or club paper file, as one's own.
- Allowing other members of a group to provide a disproportionate fraction of a required group project or activity.
- Claiming credit for an attendance or service activity without attending or performing the activity.
- Written or oral presentation of falsified materials and facts, including but not limited to the results of interviews, laboratory experiments, and field-based research.

Consequences of Breach

Academic dishonesty will result in, but is not limited to, the following:

- A first offense will result in a grade reduction (lowering the grade on the assignment in which academic dishonesty occurred and/or assigning an F for the final course grade).
- Should you be permitted to remain in the class after being found in violation of the academic integrity policy, you may also be required to retake the exam or an alternate exam, resubmit the course work, or complete an alternate assignment. Any such makeup work may be graded independently or averaged with the penalized grade for the original dishonest work. Failure to comply with such requirements constitutes a second violation.
- A second violation in a class will result in an automatic F in the course.
- All instances of academic dishonesty will be reported to Dean of the College of Arts and Sciences and the Dean of Students in the Student Life Office.

Paper format

All papers must be typed following MLA format and all references must follow MLA Style.

Special Needs

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation

Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at 325-674-2667.

Open Door Policy

You are encouraged to make an appointment (or drop by my office during office hours) whenever you are having a difficulty with English 380 or any other area in which you think my advice could be useful to you. Please understand office hours are maintained for your benefit.

Course Assignments	Due Date	Weight
Course Research Proposal In this two-page document, you will identify your primary areas of research interest for the course. As an introductory course, we will cover a broad range of ideas, which means we may not reach the depth that you desire on the topic that most interests you. Starting with a statement about your interests in gaming and play theory, you will identify questions that you will pursue in your study this semester.	January 22	10%
Quizzes Studies show a strong correlation between class attendance, regular reading of assigned materials, and overall course performance. Skillful, thoughtful reading will contribute to your success in this course. For these reasons, you will receive a quiz at the beginning of each Monday covering the week's reading.	Mondays starting January 20	10%
Weekly Reading/Gaming Session Notes Each week, you will turn in one single-spaced page of notes on your reading and a gaming session report. The reading notes, while not thesis driven, will be cogent and focused, identifying the key terms and ideas in the reading for that week. Ideally, the notes will also give you an avenue to record discovery of ideas relating to the questions in your Course Research Proposal. Each week you will be required to participate in card, board, role-playing or video games. The Gaming Session report asks you to reflect on these experiences in light of the new terms and ideas from your reading. You will receive a prompt documenting the format and expected content for the session reports.	Wednesdays starting January 29	20%

Learning Assessment Reports Three times during the semester, you will be asked to synthesize what you have learned from your reading, your gaming, and your independent research and present a thesis-driven report documenting your learning. Each of these will be four-page, double-spaced reports that follow MLA Style.	February 19 March 26 April 23	30%
Group Project In this project, you will implement the knowledge you have gained through your readings and apply your understanding of play theory to build a proposal for a game. In some cases, this will involve building a working prototype, but in some cases, only storyboarding, rules, and mock-ups of components will be possible. The game may be a sport, board game, role-playing game or videogame, but in all cases should reflect an understanding of current gaming culture and play theories. The group will be responsible for the proposal for this project, the final product and an in-class presentation of the final product. Each group member is responsible for a two-page document that analyzes how the proposed game illustrates an understanding of gaming culture and play theory.	Proposal February 26 Final Product April 21	20%
Final Exam The final will be an essay in which you reflect on the significance of gaming and articulate your response to the research questions you proposed in the Course Research Proposal. Drawing on your reading, gaming, independent research, and class conversations, you will demonstrate your understanding of how meaning is generated through play.	May 8 2-3:45	10%

The grading scale will be as follows: A=100-90, B=89-80, C=79-70, D=69-60

Schedule of Assignments

Weekly Agenda:

Week 1	Introductions: Games and Theories of Games
Week 2	<i>Ready Player One</i> : The Magic Circle and the Virtual World
Week 3	Characteristics of Games: Defining Play
Week 4	Characteristics of Gamers: Defining Players
Week 5	<i>Reality Is Broken</i> : The Genius of Jane McGonigal
Week 6	<i>Reality Is Broken</i> : Reality Is Broken?
Week 7	The Game Is on: Narratology vs. Ludology
Week 8	On Calvinball: What Does Play Mean?
Week 9	<i>Ender's Game</i> : What Does Play Mean?
Week 10	Under the Hood: Game Mechanics
Week 11	Situating Gaming: Play Theory in the Humanities
Week 12	Virtual Worlds, Real Behaviors: Edward Castronova and Virtual Reality
Week 13	To Cheat or Not to Cheat: Investigating Cheating and Game-breaking Behaviors
Week 14	Group Presentations
Week 15	Final Thoughts on Games and Gaming
Week 16	Final Exam, Thursday May 8, 2-3:45

Course Calendar

Monday	Wednesday
1/13 Introduction to Course, Syllabus Games and Theories of Games Assign <i>Ready Player One</i> Assign <i>Characteristics of Games</i> (1-36)	1/15 The Magic Circle Continue <i>Ready Player One</i>
1/20 Martin Luther King, Jr. Day Classes Will Not Meet	1/22 From Arenas to Cyberspace Course Research Proposal Due Quiz over <i>Ready Player One</i> Assign <i>Characteristics of Games</i> (37-70)
1/27 Characteristics of Games Quiz	1/29 These Are the Rules Reading/Gaming notes due Assign <i>Characteristics of Games</i> (71-100)
2/3 Characteristics of Gamers Quiz	2/5 Anyone Anytime or the Unbearable Whiteness and Maleness of Gaming? Reading/Gaming notes due Assign <i>Reality Is Broken</i>
2/10 Introducing Jane McGonigal Quiz	2/12 When Games Do Work Are They Still Games? Reading/Gaming notes due Assign <i>Reality Is Broken</i>

2/17 Is Reality Broken? Games and Reality Quiz	2/19 Avatars and Identity Learning Assessment Report Due <i>Assign Characteristics of Games (101-36)</i>
2/24 Narratology vs. Ludology Quiz	2/26 Finding Meaning in Playing Games Reading/Gaming notes due Group Project Proposal Due <i>Assign Characteristics of Games (137-66)</i>
3/3 Rules, Randomness, and Calvinball Quiz	3/5 The Relationship of Meaning and Play Reading/Gaming notes due <i>Assign Ender's Game</i>
3/10 Spring Break Class Will Not Meet	3/12 Spring Break Class Will Not Meet
3/17 Ender's Game discussion Quiz	3/19 Weaponizing Ender. Weaponizing Us? Reading/Gaming notes due <i>Assign Characteristics of Games (167-82)</i>
3/24 Game Mechanics Quiz	3/26 Mechanics, Rules, and Pleasure Learning Assessment Report Due <i>Assign Characteristics of Games (183-202)</i>
3/31 Why Game Studies outside of Game Studies? Quiz	4/2 Is It All Just Fun and Games? Reading/Gaming notes due <i>Assign Characteristics of Games (202-19)</i>
4/7 Financial Realities in Virtual Worlds Quiz	4/9 How Real is Virtual Reality? Reading/Gaming notes due <i>Assign Characteristics of Games (220-244)</i>
4/14 These Are the Rules and They Are Meant to Be Broken Quiz	4/16 Rules and the Magic of the Magic Circle Reading/Gaming notes due
4/21 Group Presentations Group Projects Due	4/23 Group Presentations Learning Assessment Report Due
4/28 Final Thoughts	4/30 Final Thoughts

As with any proposed schedule, circumstances may require altering reading and/or assignment schedules. Whether it is a snow storm or the unexpectedly fast or slow pace of the class, the schedule may be altered at the discretion of the instructor if alteration will improve the learning experience.

The final exam is Thursday May 8 from 2:00 pm to 3:45 pm.