**Professor Rees Shad**

Eugenio Maria de Hostos Community College – Media Design Program

FALL 2017 - GD102 Beyond Games (Writing Intensive)

Meets: Saturday 12:30-3:15 C-418H

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**Course description:**

This course explores the revolutionary effect that games have had on our culture at large and how artists, sociologists, politicians, musicians and others have used games and gaming tools to create new forms of expression. The class will be divided into four sections focusing on: games as art, games as story, games as social interaction, and games as tools for learning. Students will read and analyze a variety of articles relating to these topics. Students will develop educational games, research related topics and develop papers about their research. In addition students will have the opportunity to create game art as well as explore the narrative power of games.

**Prerequisites: English 110**

**Course objectives:**

By the end of the course, students will have learned:

* About games as a sociological and cultural phenomenon.
* A critical language to discuss media's effect on culture.
* To explore games as tools for other means of expression besides simple entertainment.
* Better collaborative skills
* Better understanding of what is needed to develop a game proposal
* Stronger communication skills

**Credit Hours:** 3 hours

**Assigned Media:**

**Sociology and Games-**

* Beck, John, and Wade, Mitchell. Got Game: How the Gamer Generation Is Reshaping Business Forever. Boston: Harvard Business School Press. 2004
* Foer, Franklin (2004, July 6).  How Soccer Explains the World [NPR Interview].  Found at http://www.npr.org/templates/story/story.php?storyId=3166039
* Huizinga, J. Nature and Significance of Play as a Cultural Phenomenon from his book Homo Ludens: A Study of the Play Element in Culture. New York: Roy Publishers, 1950. Can be found at: <<http://www.nideffer.net/classes/270-08/week_01_intro/Huizinga.pdf>>
* Parable of the Polygons <<http://ncase.me/polygons/>>
* This War of Mine: <http://store.steampowered.com/app/282070/This\_War\_of\_Mine/>

**Game As Art-**

• Reese, Nathan. NYTimes. An Exhibition That Proves Video Games Can Be Art. 2016. 10, February 2016 <https://www.nytimes.com/2016/02/10/t-magazine/art/jason-rohrer-video-games-exhibit-davis-museum.html?\_r=0>

* Ochalla, Brian. “Gamasutra” Are Games Art? (Here We Go Again). 2006. 14 April 2009 <http://www.gamasutra.com/features/20070316/ochalla_01.shtml>
* Anna Anthropy. Newgrounds’ Dys•4•ia < <https://w.itch.io/dys4ia>>

**Game As Story-**

* Choose Your Own Fate in the Holocaust by Abbey Kellett. <http://textadventures.co.uk/games/view/wa7npq0b5u\_qmf4tnhlnea/choose-your-own-fate-in-the-holocaust>
* Jenkins, Henry. “Web.MIT.Edu” Game Design as Narrative Architecture. 2000. MIT. 14 April 2009 <http://web.mit.edu/cms/People/henry3/games&narrative.html>
* Johnson, Robin. Detectiveland <<http://ifdb.tads.org/viewgame?id=noqmuesoxx4vb6qy>>
* ‘Monument Valley’ by Ustwo Games LTD. Mobile Game (see your app source)

**Game As Learning-**

* 26 Learning Games to Change the World. 14 April 2009. “Mission to Learn” <http://www.missiontolearn.com/blog/2008/04/learning-games-for-change/>
* BEAR71<<http://bear71.nfb.ca>>

**Games For Change-**

* Stokes, Benjamin. “Games for Change” For a Better World: Digital Games and the Social Change Sector. 14 April 2009 <http://gamesforchange.org/g4cwhitepaper.pdf>
* Jessica W’s review of Merritt Kopas’ LIM <<https://www.youtube.com/watch?v=5qb3iKkkwCw>>

**Necessary Supplies (What you will need to purchase):**

* (1) 1.5” - 2” **3 ring binder** for use as the course’s writing portfolio
* (1) Pack of 3 ring binder **dividers** totaling 30 dividers
* (1) **Note book** or device for taking notes in class, while reading articles, and while playing games. These notes will be very important to reference throughout the class, and failure to comply will affect participation score.
* **Writing implements** of choice – there is no sharpener in the room, so prepare accordingly with mechanical pencils or pens.
* (1) **Nice journal** for use as Game Design Journal – Moleskin or similar style (not a simple composition book). This should be designed to be carried with you at all times so a big book does not make sense, but a nice one **that you will be proud of** should be the goal.
* (1) No books will be necessary, the instructor will provide article links and PDFs, but several **game licenses** will need to be purchased in order to play various assigned games. This should not end up costing more than the expense of a common low priced textbook, and should be considered as important here. If the expense is a problem consider partnering up with other students.

**Expectations:** While this class has not been designated as ‘web-enhanced,’ it is expected that students wishing to take full advantage of the class have:

* Familiarity with the Internet;
* Access to the Internet from home or elsewhere
* An active Hostos email account, which they check daily.

**Due dates:**

Late assignments will not be accepted without a note from a physician or counselor.

**Grades:**

95-100 A

90-94 A-

87-89 B+

84-86 B

80-83 B-

75-79 C+

70-75 C

60-69 D[[1]](#footnote-1)

0-60 F

**Grading:**

Writing Portfolio (3 deliveries) 10

Research & Citation Response 3

Media Summation Presentation 7

Media Response Essays (5) 25

Branching Narrative Project 10

Game Design Journal 10

Game For Change Proposal (4 stages) 20

Game For Change Presentation 5

Attendance/Participation/Preparedness 10

**Total 100**

**Notes on the grading criteria:**

Work will be evaluated according to the following criteria:

* Understanding and interpretation of readings
* Research and Analysis of related issues
* Iterative development of grammatical and stylistic points addressed by the professor in all written work (If your writing does not improve over the course of the semester there is an issue).
* Contribution to in-class discussion

**Writing Intensive:**

**This course has been designated a “Writing Intensive” (WI) course by Hostos Community College**. In a WI course, students are expected to do both “formal” (Letter grade) writing, and “informal” (pass/fail) writing. In order to complete this course successfully, a students will be required to do both types of writing. These writing assignments will help them to be better writers, to better understand the course material, to evaluate this material in light of personal experience, and to help them to think more closely and deeply about the subject and its larger ramifications in terms of design, society, learning, and system thinking.

**Informal Writing:**

Informal writing assignments are designed to allow you to “think on paper” about various ideas that will be discussed in class and readings. These assignments are read by the instructor with the intention of understanding your thoughts on the course material and to guide our class discussions. Your grammar is less important in these assignments than your ability to connect the ideas and concepts we discuss in class with your everyday experiences, your values, and your career aspirations.

**There are three types of informal assignments in this course.**

**In-class writing exercises:** These are brief, low-stakes writing assignments performed in class that will help students prepare for exams and papers.

**The Personal Game Design Journal:** The author Stephen King was once asked by an aspiring author what it takes to become a successful writer, and King’s response was a single word**…”write.”** King waited a moment for that to sink in and then added **“daily…and often.”** The fact of the matter is you don’t get great at doing something without actually doing that something all the time. So for this class, you will purchase a nice journal that you will build a schedule around which involves writing a new game idea every day. Come up with a new concept every morning after breakfast, for example, and WRITE IT DOWN. Or perhaps on the subway ride to school you can jot down an idea. Date the page and write a paragraph or more describing your idea. It is important that you are consistent with this enterprise; that you are spinning ideas around in your head the rest of the day and recording those ideas. You will be called upon at various points in the semester to prove that you have been keeping your journal.

**Presentations:**

In modern media production, designers do a significant amount of presentation work using software like Powerpoint or Prezi. These presentations usually have a good deal of text as well as graphic elements supporting the pitch or argument. It is essential that as budding professionals, students learn to put together professional and effective presentations, and so presentations have been included in the curriculum of this class. Remember this is a writing intensive class – all text in these presentations should be well thought out and well edited.

Here are links to some how to videos that if you give them your attention will certainly help you win over your audience and instructor:

# “10 Timeless Tips for Giving Effective Presentations”

<https://www.entrepreneur.com/article/278153>

* Harvard Business Review “Create An Effective Presentations”

<https://hbr.org/2011/03/create-an-effective-presentati.html>

* “Designing An Effective Presentation”

<https://www.youtube.com/watch?v=HJgeF3ALl0g>

* Creating Effective Presentations Lynda.com

<https://www.lynda.com/Office-tutorials/Create-effective-presentations/511294/553958-4.html>

**Formal Writing:**

Students need to complete several formal writing assignments this semester in the form of media response essays, a branching narrative, and a formal game proposal which involving research, audience analysis, as well as clarity of purpose and goals. In these assignments students will need to earnestly focus on their writing mechanics. This is especially true in regards to those issues pointed out by the instructor in previous writing assignments. Mistakes happen, but repeated mistakes concerning the same issue suggests that a student is not paying attention and working to improve. Such students do not do well in this class.

**Revision of writing assignments:**

Revision is an important part of the writing process and must involve more than merely correcting writing errors. When you revise, you will deepen the connections you make between the course material, personal experiences, research materials, and the task at hand.

EACH CONSIDERED REVISION (addressing all remarks and issues pointed out by the instructor) WILL BE AWARDED EXTRA CREDIT POINTS! IT IS IMPORTANT TO NOTE that for points to be awarded, the original document with instructor’s notations must be handed in with the revision.

**Participation:**

A student’s participation grade is based primarily on their attendance and participation in class. Every student begins the term with 10 participation points. Attendance is mandatory for every single scheduled class. For each class missed, 3 participation points will be deducted. Tardy students will have 1 participation points deducted. More than three absences will amount to a failure, as a student may not earn less than 0 participation points.

This is a lecture & discussion course involving a combination of lecture, discussion of assigned readings, and writing exercise activities. Staying on top of the reading assignments is essential in order to be informed and make contributions during in-class discussions and activities. These readings will reference and introduce concepts and vocabulary that may at times be unfamiliar and so require students to do independent research. This will be expected.

It will also be expected that students take notes during class lectures and discussions AS WELL AS from the various readings. These reading notes should be part of every reading assignment and inform the formulation of several questions that each student will be expected to have ready at the start of discussion in each class. Students will be randomly selected each class meeting and failure to have a prepared set of questions concerning the reading will result in points taken from the overall participation score for the day.

**IT IS IMPORTANT TO NOTE** that students can dig themselves out of this hole with earnest attention to rewrites presented in a well organized writing portfolio. Such work can earn a student extra credit, but only after meeting with the instructor for their input and approval.

**The class assignments:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment** | **Type** | **Due** | **Points** |
| **Research & Citation Response Essay** | Take-home | Week 2 | 3 |
| **Writing Portfolio Part I** | Take-home | Weeks 7 | 4 |
| **Writing Portfolio Part II & III** | Take-home | Week 13 & 14 | 6 |
| **Media Summation Presentation** | Take-home / in class | TBD | 7 |
| **Media Response Essay #1** | Take-home | Week 3 | 5 |
| **Media Response Essay #2** | Take-home | Week 4 | 5 |
| **Media Response Essay #3** | Take-home | Week 5 | 5 |
| **Media Response Essay #4** | Take-home | Week 6 | 5 |
| **Media Response Essay #5** | Take-home | Week 11 | 5 |
| **Branching Narrative (Stage One)** | Take-home / In class | Week 7 | 4 |
| **Branching Narrative (Stage Two)** | Take-home / In class | Week 8 | 6 |
| **Game For Change Proposal Background (Stage One)** | Take-home | Week 9 | 3 |
| **Game For Change Proposal Concept (Stage Two)** | Take-home | Week 10 | 3 |
| **Game For Change Proposal Rough Draft (Stage Three)** | Take-home | Week 12 | 4 |
| **Game For Change Proposal Final Draft (Stage Four)** | Take-home | Week 14 | 10 |
| **Game For Change Proposal Presentation (Stage Five)** | Take-home | Week 14 & 15 | 5 |
| **Personal Game Design Journal** | Take-home | Week 13 | 5 |
| **Total** |  |  | **90** |

What follows are brief descriptions of the class’ assignments students will be expected to deliver over the course of the term. All written assignments are expected to be delivered at the start of class, printed and in MLA format (layout & citations).[[2]](#footnote-2) Detailed instructions will be provided in-class. Without a physician’s or counselor’s note, late assignments will not be accepted and so will receive a grade of 0.

**The Writing Portfolio (formal writing):**

Students will be expected to keep ALL of their written work (informal and formal) organized within a writing portfolio. The portfolio should be a three ring binder, with space tab dividers for each assignment (15 dividers) as well as for rewrites (an additional 15 dividers) Once an assignment is returned with comments from the professor, it should be placed into the portfolio. Revisions should be placed in the portfolio with their corresponding original (marked up) version. The full portfolio (containing all writing to date) needs to be submitted at the midterm along with the Branching Narrative Project and handed in with both the Rough draft & Final draft of the Games for Change Proposal. **Only neat and well-organized portfolios will gain full credit.**

**Media Response Essays (formal writing)**

All students will be required to write a short response paper of one to two pages responding to each of the assigned media. This will mostly be articles or chapters selected by the instructor for students to read. However, some of the assignments will be a radio interview to listen to or a game to play. The primary purpose of these response papers is to assist students in gathering their thoughts for in-class discussion. Lest you have not encountered one, a response paper is a document wherein the student analyzes how a particular reading applies to in-class discussions, and their individual observations, projects and explorations. It is not to be a brief review or overview, but an opportunity to express personal thoughts and points of view on topics mentioned in the reading. It is also an excellent opportunity to raise points for later discussion in a concise and eloquent format.

**Discussion Questions (informal writing)**

In addition to the above-mentioned reading response essays students will be expected to come to EACH class with no less than four in-depth and pertinent questions. The Instructor will call on a handful of students at the start of the discussion segment of the class, and students who do not have questions prepared IN WRITING will not receive full participation for that class.

**Research & Citation Response Essay**

Some reading response assignments will be designated as research and citation essays. These will involve readings that contain outdated statistical information. The exercise will involve writing a brief one-page essay responding to the reading from the framework of class discussions, while also requiring students to select data they feel is important in light of class discussions and researching up-to-date information for inclusion in their essay. So if a reading discusses the percentages of European gamers engaged in a particular MMO in 2010, and that MMO is relevant to class discussion that week, it will be important to research what the latest statistics are regarding the game for inclusion in the student’s response essay. This may require a trip to the library for assistance from folks at the reference desk. It will certainly require the student to adopt the MLA writing and citation format in order to gain full credit.

**Media Summation Presentations**

A collaborative project, one or two student team presentation will happen at the start of every class, and will involve a five to ten minute Powerpoint or Prezi presentation summing up one of that week’s media assignments. ALL presentations must be PERFECT IN EVERY WAY- no typos, no grammatical mistakes, graphically compelling, and most important of all no misinformation.

**This is not to be a critique**, but a presentation of the most important information put forth in and concerning the assigned media as it pertains to the subject at hand (what we have been and are going to be discussing in class). It is expected that the team members will arrive prior to class and have their presentation ready to present at the start of class. Students should treat this as a professional opportunity such as a job interview. Research into the author/designer (where appropriate), reviews of the media that may have been written, and any research regarding the overarching subject will be expected. At the end of the presentation other students in the class will be called upon to ask the team on of their prepared discussion questions (described on last page), and the team will be expected to give answers to the best of their ability. Obviously this is going to be a bit stressful – but that’s why it is worth 10 points. **No slacking will be permitted.**

**Branching Narrative Project**

For this project students will write a creative narrative in the branching style of a choose your own adventure story. The story will be expected to be an original one with defined characters who have obvious motivations and goals. Branching narratives can be very time consuming to write, and so we approach the project in two stages. The first stage will involve writing a short story of a single page involving at least one clear narrative arc with a singular conclusion. Then the student author will describe at least four possible alternative arcs depending on decisions and actions made by the stories characters. These alternative arcs should be roughly a single paragraph each.

The second stage of the project will involve adapting these story variations into a branching narrative medium such as Twine. As with all formal assignments, the writing will need to be carefully and effectively done making sure to comply with all writing checklist items.

**Game For Change Proposal** (6-11 pages, not including bibliography):

This project allows students to explore creative game design aimed at learning, health, or neurocognitive development. Topics should be well researched in terms of current practice, current analysis, and the related subject matter. Students will need to outline their research of possible games already in existence that address the subject and outline how their game will be different and more effective (in the pitch section).

The proposal will be delivered in five stages over a six-week period as follows:

**First stage: Background Research**

This will involve the following elements

I. Concept

A. Explanation of Game genre

B. Preliminary concept of Game’s Premise

C. Subject Research

D. Project’s Potential Scope & Learning Objectives (designer’s not audience’s)

E. Description of the Target Audience

II. Additional Potential Deliverables (Appendices, but referenced in the rest of the work not merely stapled onto the end of the document)

A. Outline of Plans for Prototyping & Playtesting

1. Heuristic Goals

B. Bibliography / Sources

**Second Stage: Concept Paper**

This will include the addition of several more elements and updates to the previous stage’s elements.

I. Game Title

II. High Concept – a brief paragraph describing the game

III. Pitch – a one-page document outlining the game’s precedents, how it differs from these, the game’s selling points, and potential profitability or social impact.

IV, Concept

A. Explanation of Game genre (updated)

B. Concept of Game’s Premise (updated)

C. Subject Research (updated)

D. Project’s Potential Scope & Learning Objectives (designer’s not audience’s) (updated)

E. Description of the Target Audience(updated)

F. Play Mechanics & Game Play Description

G. Thematic Concepts

H. Descriptions of the Game’s Environment & Characters Where Applicable

I. Description of Iterative Development to date

J. Developmental Plan with Future Iteration Goals

V. Additional Potential Deliverables (Appendices, but referenced in the rest of the work not merely stapled onto the end of the document)

A. Outline of Plans for Prototyping & Playtesting

1. Heuristic Goals (updated)

2. Game Assets

B. Narrative Treatment & Possibly some sketches of game play

C. Flow Chart of one level of play

D. Bibliography / Sources (updated)

**Third Stage: First draft of completed proposal with all elements**

This will include the addition of one or two more elements with the previous stage’s elements polished up.

I. Game Title

II. High Concept – a brief paragraph describing the game (updated)

III. Pitch – a one-page document outlining the game’s precedents, how it differs from these, the game’s selling points, and potential profitability or social impact. (updated)

IV, Concept

A. Explanation of Game genre (updated)

B. Concept of Game’s Premise (updated)

C. Subject Research (updated)

D. Project’s Potential Scope & Learning Objectives (designer’s not audience’s) (updated)

E. Description of the Target Audience (updated)

F. Play Mechanics & Game Play Description (updated)

G. Thematic Concepts (updated)

H. Descriptions of the Game’s Environment & Characters Where Applicable (updated)

I. Description of Iterative Development to date (updated)

J. Developmental Plan with Future Iteration Goals (updated)

V. Additional Potential Deliverables (Appendices, but referenced in the rest of the work not merely stapled onto the end of the document)

A. Outline of Plans for Prototyping & Playtesting

1. Heuristic Goals (updated)

2. Game Assets (updated)

B. Narrative Treatment & Possibly some sketches of game play (updated)

C. Flow Chart of one level of play (updated)

D. Concept Art

E. Bibliography / Sources (updated)

**Fourth Stage: Final draft of completed proposal with all elements polished, updated, and correct.**

**Fifth Stage: In class five to ten minute formal presentation of the proposal** (Selected by lottery, but must be ready to present at start of class Week 14).

**Attendance:**

**The College’s attendance policy (from Catalogue)** states that all students are expected to attend all class meetings in the courses for which they are registered. Classes begin at the times indicated in the official schedule of classes. Arrival in class after the scheduled starting time constitutes lateness.

Absences due to late registration, change of program, or extenuating circumstances will be considered on an individual basis by the instructor. Each department and program may specify in writing a different attendance policy. Instructors are required to keep an official record of student attendance and inform each class of the College's or department attendance policy.

NOTE:

* **Any work missed during any period of absence must be made up by the student.**
* **To meet financial aid criteria, a student must attend class at least once in the first three weeks and once in either the fourth or fifth week of class.**

**Attendance and timeliness are very important in this class.** Student exercises and presentations will start off each class, and taking part in these will be important to both a student’s ability to contribute to class discussions as well as to their performance on future writing assignments. Because of this, a student’s participation grade is heavily based on their attendance and timeliness. Every student begins the term with 10 participation points. Attendance is mandatory for every single scheduled class. For each class missed, 3 participation points will be deducted. Tardy students (less than 15 minutes late) will have 1 participation points deducted. Students arriving to class after 15 minutes will be given credit for work done in class and handed in, but will still be marked absent and docked the three associated points.

**More than three absences amounts to a failure, as a student may not earn less than 0 participation points.**

**Academic policies (from Catalogue):**

Hostos Community College believes that developing student's abilities to think through issues and problems by themselves is central to the educational process. Since the Hostos College degree signifies that the student knows the material s/he has studied, and the practice of academic dishonesty results in grades or scores that do not reflect how much or how well the student has learned, understood, or mastered the material, the College will investigate any form of academic dishonesty brought to its attention. If the charge of academic dishonesty is proved, the College will impose sanctions. The three most common forms of academic dishonesty are cheating, plagiarism, and bribery.

**Cheating (from Catalogue):**

In the collegiate setting, cheating is defined as the purposeful misrepresentation of another's work as one's own. Faculty and students alike are responsible for upholding the integrity of this institution by not participating either directly or indirectly in act of cheating and by discouraging others from doing so.

**Plagiarism (from Catalogue):**

Plagiarism is a form of cheating which occurs when persons, even if unintentionally, fail to acknowledge appropriately the sources for the ideas, language, concepts, inventions, etc. referred to in their own work. Thus, any attempt to claim another's intellectual or artistic work as one's own constitutes an act of plagiarism.

**Bribery (from Catalogue):**

In the collegiate setting, bribery involves the offering, promising, or giving of items of value, such as money or gifts, to a person in a position of authority, such as a teacher, administrator, or staff member, so as to influence his/her judgment or conduct in favor of the student. The offering of sexual favors in exchange for a grade, test score, or other academic favor, shall be considered attempted bribery. The matter of sexual favors, either requested or offered, in exchange for a grade, test score or other academic favor, shall also be handled as per the Sexual Harassment procedures of the College.

**Course schedule:**

Readings must be completed for each class. Not all assigned texts will be discussed in class or covered in the class lectures.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week &**  **Class** | **Project Due** | **room** | **TOPIC** | **Media Necessary** |
| Class 1  8/26 |  | C-418H | Discussion:  Class Introduction  Iteration as life practice;  What is a Game?  Game Design Journal  Media Summation Group Assignments  Writing Checklist: MLA Format | No reading |
| Class 2  9/2 | **Research & Citation Response Essay** | C-418H | Discussion:  Media Summation (Groups One & Two)  What can a Game be?  Writing Checklist: Does & Don’ts | **Beck, John, and Wade, Mitchell. Got Game: How the Gamer Generation Is Reshaping Business Forever (Introduction)**  **Parable of the Polygons** <<http://ncase.me/polygons/>> |
| Class 3  9/9 | **Media Response Essay #1 to Huizinga’s article** | C-418H | Discussion:  Media Summation (Groups Three, Four, & Five)  What is Play? | “**Nature and Significance of Play as a Cultural Phenomenon**”  [http://www.nideffer.net/classes/270-08/week\_01\_ intro/Huizinga.pdf](http://www.nideffer.net/classes/270-08/week_01_%20intro/Huizinga.pdf)  **This War of Mine: <**http://store.steampowered.com/app/282070/This\_War\_of\_Mine/> |
| Class 4  9/16 | **Media Response Essay #2 to NPR Interview** | C-418H | Discussion:  Media Summation (Groups Five & Six)  What can Play be?  Games as models of social behavior. | **Foer, Franklin (2004, July 6).  How Soccer Explains the World [NPR Interview].** <http://www.npr.org/templates/story/story.php?storyId=3166039>  **Dys•4•ia** <https://w.itch.io/dys4ia> |
| Class 5  9/23 | **Media Response Essay #3 to Ochalla Article** | C-418H | Discussion:  Media Summation (Group Seven & Eight)  Design v. Art  Games vs. Art  Game Culture as Art | **Are Games Art? *Here we go again....*** <http://www.gamasutra.com/view/feature/1695/are_games_art_here_we_go_.php>  **Choose Your Own Fate in the Holocaust** <<http://textadventures.co.uk/games/view/wa7npq0b5u_qmf4tnhlnea/choose-your-own-fate-in-the-holocaust>> |
| **Week &**  **Class** | **Project Due** | **room** | **TOPIC** | **Media Necessary** |
| **NO CLASS**  **9/30** |  |  | **College closed due to Yom Kippur** |  |
| Class 6  10/7 | **Media Response Essay #4 to Detectiveland** | C-418H | Discussion:  Media Summation (Group Nine & Ten)  The stories Games tell  Introduction to the Branching Narrative Project | **Game Design as Narrative Architecture**  **<**<http://web.mit.edu/cms/People/henry3/games&narrative.html>>  **Detectiveland** <<http://ifdb.tads.org/viewgame?id=noqmuesoxx4vb6qy>> |
| Class 7  10/14 | **Branching Narrative Part One** | C-418H | Discussion:  Non-Linear Narrative  Twine Demo and Branching Narrative Project Workshop | **An Exhibition That Proves Video Games Can Be Art** <<https://www.nytimes.com/2016/02/10/t-magazine/art/jason-rohrer-video-games-exhibit-davis-museum.html?_r=0>> |
| Class 8  10/21 | **Branching Narrative Part Two** | C-418H | Branching Narrative Demos |  |
| Class 9  10/28 | **Background Research Game For Change Proposal** | C-418H | Presentation:  Media Summation (Group Eleven)  Branching Narrative Demos (continued) | **26 Learning Games to Change the World**  <<http://www.missiontolearn.com/blog/2008/04/learning-games-for-change/>> |
| Class 10  11/4 | **Concept Paper Game For Change Proposal** | C-418H | Discusion:  Bear71  When Do Games Teach?  Play As Pedagogy | **BEAR71**<<http://bear71.nfb.ca>> |
| 11/10 |  |  | LAST DAY TO WITHDRAW FROM A CLASS |  |
| Class 11  11/11 | **Media Response Essay #5 to Stokes Article** | C-418H | Discussion:  Media Summation (Group Twelve & Thirteen)  Kinesthetic Learning | **For a Better World: Digital Games and the Social Change Sector**  <<http://gamesforchange.org/g4cwhitepaper.pdf>>  **Jessica W’s review of Merritt Kopas’ LIM** <<https://www.youtube.com/watch?v=5qb3iKkkwCw>> |
| **Week &**  **Class** | **Project Due** | **room** | **TOPIC** | **Media Necessary** |
| Class 12  11/18 | **Rough Draft Game For Change Proposal** | C-418H | Monument Valley  Games as Social Change | **‘Monument Valley’** Mobile Game (see your app source) |
| 11/25  **NO CLASS** |  |  | No Class due to Thanksgiving Break |  |
| Class 13  12/2 | **Game Design Journal** | C-418H | TBA | No Reading |
| Class 14  12/9 | **Final Draft Game For Change Proposal** | C-418H | Presentation of Game for Change Proposal | No Reading |
| Class 15  12/16 |  | C-418H | Presentation of Game for Change Proposal | No Reading |

1. It is important to note that the Instructors in the Media Design Program are reluctant to hand out Ds. These grades do not transfer to other colleges and are very destructive to a student’s overall GPA. Unless a student is on the verge of graduating, they will be awarded an F instead of a D as the F can be replaced with a far better grade by repeating a class, and that student’s GPA will have the opportunity to be repaired by doing so. The Instructor will undoubtedly have a sense of such an impending grade as will the student. A conference is advisable, but it is essential that all students remain attentive to scores on their work ad are aware of their progress through the semester in case such a low grade is likely. CHECK IN with your instructor as the semester’s end grows near to see what your standing in the class is! [↑](#footnote-ref-1)
2. For a complete overview of the MLA format students can refer to <https://owl.english.purdue.edu/owl/resource/747/01/> [↑](#footnote-ref-2)