

Term Information

Effective Term Autumn 2021
Previous Value Autumn 2020

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

To be able to offer this course completely online, 100% at a distance.

What is the rationale for the proposed change(s)?

Due to increasing interest and overall enrollments, we would like to offer 3513 as an online course. The course provides students the opportunity to read primary research on video games and society taught by a popular professor directly involved the research, so we believe it would attract students from within and outside of our majors. Having 3513 available in an online format also increases flexibility for the instructor and students. Not all courses in Comm are suitable for online delivery and our program assumes we offer in-person courses for developing comm expertise, skill development, group interactions, and lab experience. However, we have found that having some online courses help students to complete their degrees in a timely manner. Given its assignments and design 3513 is suited for online format. The School also plans to use this course towards an eventual new certificate program in User Experience so having it available online will assist with those efforts.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Communication
Fiscal Unit/Academic Org	School Of Communication - D0744
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3513
Course Title	Video Games and Society
Transcript Abbreviation	Vid Game & Society
Course Description	A broad overview of the effects of video game play on society. Students critique the literature on this topic and design their own study to test video game effects.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	No
Grading Basis	Letter Grade
Repeatable	No

Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	09.0702
Subsidy Level	Baccalaureate Course
Intended Rank	Junior, Senior

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will learn what video games are and their unique properties relative to other communication media
- Students will learn how video games influence individuals and society
- Students will learn how social scientists study video games and their effects
- Students will learn how to locate, evaluate, and summarize social scientific reports
- By the end of the course, students will be able to demonstrate their knowledge of social scientific consensus and debates surrounding video games' influence on individuals and societies
- By the end of this course, students will be able to recognize and apply theoretical knowledge to concrete scenarios
- By the end of this course, students will be able to analyze and evaluate social scientific reports
- *Familiarize students with the history and content of video games*
- *Provide an overview of both the positive and negative effects of video game play on the individual*
- *Familiarize students with video game research being conducted by communication scholars*
- *Design a study on video game effects based on critique of the literature discussed in the course*

Previous Value

Content Topic List

- What is a video game and how do people study games
- How are games made
- Game motivations
- Interactivity
- Avatars
- Prosocial effects and entertainment
- Objectification and skill acquisition
- User experience research and game violence
- Data analytics
- Games and influence on culture
- Gamification
- Games economics

Previous Value

- [History, Genres of Video Games](#)
- [Effects of Game Play--Personality, Realism, Frustration, Catharsis](#)
- [On-Line Gaming](#)
- [Designing an Effects Study](#)

Sought Concurrence

No

Attachments

- Comm 3513 non DL.pdf: In-class syllabus
(Syllabus. Owner: Butte,Kylie M.)
- COMM3513 Syllabus DL.docx: Proposed online syllabus
(Syllabus. Owner: Butte,Kylie M.)
- Comm Curriculum Map UPDATED 2020.docx: Curriculum Map
(Other Supporting Documentation. Owner: Butte,Kylie M.)
- COMM 3513 Technical Worksheet.docx: ASC Tech Review sheet
(Other Supporting Documentation. Owner: Butte,Kylie M.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Butte,Kylie M.	10/29/2020 10:23 AM	Submitted for Approval
Approved	Kline,Susan Lee	10/29/2020 10:25 AM	Unit Approval
Approved	Haddad,Deborah Moore	10/29/2020 11:34 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	10/29/2020 11:34 AM	ASCCAO Approval

COMM 3513 Video Games & Society

School of Communication | Spring 2021 | Section 27297

Distance Learning (100% online, completely asynchronous)

Instructor: Dr. Nicholas L. Matthews

- Email: Matthews.345@osu.edu
- Office: 3107
- Office hours: Monday 1-3pm (EST) & Tuesday 3-5pm (EST) via Carmen Zoom

TA: TBA

- Email: TBA
- Office: TBA
- Office hours: TBA

Course description

In this course we will review historic and contemporary scientific research to explain what video games are and how they affect individuals and society. To demonstrate social science's unique contribution to this area, we will highlight how games force researchers to adapt common methods to study video games and society.

The course is segmented into 3 major units. Each unit presents a mix of topics that accomplish multiple learning objectives simultaneously.

The first unit primarily reviews topics that introduce video games by explaining what they are, their history, how people use them, and what aspects of games make them unique relative to other media. Additionally, the first unit introduces students to the fundamentals of academic research by explaining the nature of knowledge, how to read scientific papers, and how to develop testable ideas when conducting games research.

The second unit primarily reviews research from media psychology to explain how games influence individuals. The second unit also completes the review of academic research fundamentals by reviewing how social scientists study games methodologically. Finally, unit two also demonstrates how games professionals use the knowledge reviewed in the course to perform their jobs.

The third unit primarily reviews academic research that explains how games influence societies. To do this, unit three covers work related to culture, gender, sexuality, race, class, ethics, and economics.

Course learning goals and outcomes

The culmination of all three units help students achieve the following three general learning goals:

- Students will learn what video games are and their unique properties relative to other communication media
- Students will learn how video games influence individuals and society
- Students will learn how social scientists study video games and their effects
- Students will learn how to locate, evaluate, and summarize social scientific reports

By the end of this course, students will be able to do the following:

- Demonstrate their knowledge of social scientific consensus and debates surrounding video games' influence on individuals and societies
- Recognize and apply theoretical knowledge to concrete scenarios
- Analyze and evaluate social scientific reports

Mode of delivery

This course will be presented fully online, asynchronously. Each week, the instructor will post 1-3 pre-recorded lectures in the modules section of Carmen.

Required materials

Textbook. Bowman, N. D. (2018). *Video games: A medium that demands our attention*. New York: Routledge. ISBN: 978-0-81537-687-9.

PDFs. I will provide PDFs of additional readings in the files section of Carmen. Please see the final section of the syllabus for a full list of all PDF readings.

Class structure

Course structure

I have divided the course into 3 units. Units 2 & 3 repeat the structure of unit 1.

Unit structure

Within each class unit, you will complete 1 exam, 1 project milestone, 2 rotating activities, and you will have 1 off-week from rotating activities. On most weeks (10 total), you will submit a weekly reading quiz.

Weekly structure

Each week, the pre-recorded lectures and assignments open in the Modules section of Carmen on Saturday at 12:01 A.M. Assignments are due at 5:00 P.M. each Friday.

In a typical week, everyone must complete the weekly reading quiz. Depending on your group number, you may also have to complete an activity. For activities, each week, one-third of the class submits an engagement activity, one-third submits a study guide activity, and one-third has no activity due. This rotates each week.

The module section of our Carmen site is person-specific. In other words, it will tell you exactly what you have to submit for any given week. Please reference the syllabus if you are not sure what is due any given week.

Grading Plan

All assignments within each category are out of 100 points and weighted equally.

Assignment	Percentage of final grade
Exams	50%
Reading quizzes	10%
Rotating assignments	20%
Project	20%

Grading policy & scale

I use the standard OSU grading scale. I do not round/bump grades. If this course is required for you to graduate or to avoid academic probation/expulsion, I expect you to perform at your best to avoid an undesirable outcome. Be proactive. Be professional.

	B+ 87.00-89.99%	C+ 77.00-79.99%	D+ 67.00-69.99%
A 93.00-100%	B 83.00-86.99%	C 73.00-76.99%	D 60.00-66.99%
A- 90.00-92.99%	B- 80.00-82.99%	C- 70.00-72.99%	F 0-59.99%

Assignments

Four examinations

The exams are open notes/book. Exams cover lectures and readings. All exam questions are multiple choice type questions. Most exam questions are applied rather than definition/fact-based. As a result, the exams are difficult.

There is one non-cumulative exam for each of the 3 course units. There is 1 cumulative final. The unit exams are about 30 questions with a time limit of about 65 minutes. The cumulative final is about 45 questions with a time limit of about 95 minutes.

The time limit makes looking up individual answers difficult. Given this, studying for the exam as you would for a closed book in-person exam is recommended.

You have one attempt to complete each exam. The lateness penalty applies to exams meaning that you can take the exam after the deadline passes but you will suffer a point penalty (see late work policy for details). You may not work in groups on the exams.

I drop your lowest exam grade. Please prepare well using the study guide and do not wait until the last minute to start an exam, as technological issues can occur. I tend to release exam grades within 7 days after the exam window closes. If you have questions, please use the discussion board.

Six group-based rotating activities (RAs)

Rotating activities (RAs) are assessments of your comprehension of course material. There are two types of activities: Engagement RAs and Study Guide RAs. The assignment due rotates each week depending on your group number. All RAs are equally-weighted in terms of points. I tend to release RA grades within 10 days after the assignment closes.

In week 2, you will be assigned to a core group (about 20 people). Each core group has an associated number and teaching assistant (TA). Your group membership (and therefore your group number and TA) remain the same throughout the semester. You do not have to rely on others in your group to complete RAs. Groups-based RAs allow you to comment and discuss on each other's submissions and ultimately help you learn how others interpret course content. Although I recommend interacting with one another, it is not required.

Three Engagement RAs. These ask you to relate a specific concept from lecture to your everyday life. For example, an engagement activity RA on the effects of game violence could ask you to explain why some argue that playing video games causes aggression, then explain why some argue that playing video games does not cause aggression, and then explain and defend your own position in the debate.

This theory-to-practice application will challenge you to demonstrate your understanding of video games' influence on individuals and society. Additionally, the engagement RAs will help you prepare for the exam, as exam questions are mostly applied rather than definition based. Engagement RAs are 1-2 paragraph responses to prompts surrounding a single concept/phenomenon from lecture. You post your response semi-publicly to your group discussion board. Your TA will grade you on your completion of all components and the accurate application of course material in your response.

Three Study Guide RAs. These ask you to complete a portion of the study guide for the upcoming unit exam. Study guide RAs ask you to answer three study guide questions in short essay format. For example, a study guide question could ask you to explain how scientists define interactivity and why scientists debate current definitions.

You post your responses semi-publicly to your group discussion board. By working collaboratively with your group, you will (1) have a significant portion of the study guide completed and (2) see how others answer the same questions--broadening your understanding of the concepts. Your TA will grade you on your completion of all assigned questions and the accuracy of your responses to each question.

I drop your lowest RA assignment grade. You may submit RAs after the due date with a point penalty as explained in the late work policy (see below). If you have questions about RAs, please ask using either the Engagement RA message board or the Study Guide RA message board.

One project

The project challenges you to review, synthesize, and report on academic research related to a specific topic related to games and society. The project scaffolds into three milestones. For each milestone, I will provide comprehensive instructions and grading criteria at least 2 weeks prior to each due date. I tend to release project grades within 14 days after the assignment closes.

Milestone 1: You will select a topic from a list (e.g., the effect of games on aggression). We will provide at least 1 reading on your topic. The reading(s) will be a content analysis on the prevalence of something related to your topic in video games. You will compose a series of short essays (<500 words total) that discusses why you selected your topic and the main points from the required reading(s). You will submit the paper via Carmen.

Milestone 2: You will use a specific research database to find surveys and experiments on the topic. You will compose a series of short essays (<500 words) that discusses two things (primarily). First, your paper will summarize your additional readings. Second, your paper will explain how the authors demonstrate the relevance of their research. You will submit the paper via Carmen.

Milestone 3: You will create a short (<10 mins) PowerPoint video presentation that summarizes the topic and your research on the topic. In your presentation, you will present your conclusions about the nature of the topic in regards to video games' influence on society by referencing your work and the readings that comprise milestones 1 & 2. I will provide specific questions and talking points for you to address in your presentation. You will submit the presentation via Carmen.

Reading quizzes

Reading quizzes are short weekly quizzes that help motivate you to read and keep up with course content. Unlike exam questions, quiz questions are definition/fact based rather than applied. Also, quizzes are much easier than exam questions. Reading quiz grades are released immediately via Carmen.

I drop your 2 lowest reading quiz grades. You have 3 attempts for each quiz. Quizzes are not timed. We record your highest score in the grade book. You may not submit quizzes after the deadline. Once the deadline passes, you forfeit all points for that week's quiz.

Communication Policy

Please avoid the following:

- **Using Canvas messages/mail.** Use Buckeye email instead. Canvas messages cannot be tracked and they erase previous messages in the email chain. As a result, Canvas messages cannot be used as evidence of communication attempts.
- **Emailing outside of business hours/days.** Email messages are answered during business hours (before 5 P.M.) on business days (Monday-Friday).
- **Unprofessional messages.** Please include your course number, a salutation, and your full name along with a courteous message.
- **Emails that require immediate attention.** Messages will be answered within 24 hours of receipt. Be professional and plan ahead.
- **Using non-OSU email addresses for correspondence.** Only messages from OSU accounts can be tracked. Non-OSU accounts are often identified as spam.

What to do if you have a question:

- **First source:** course message boards. It is likely that your question has already been answered on the discussion boards. Please post to the appropriate board to ensure an accurate and swift answer.
- **Second source:** email your TA. Your TA is your lifeline for this course. They know you and your work well. Consider them your resource for questions regarding content, scheduling, accommodations, or anything not addressed in the discussion boards.
- **Third source:** the instructor. If both the message boards and your TA cannot help you, contact me at matthews.345@osu.edu or 614.292.3288

Course-Specific Policies

Deadlines. All deadlines are in Eastern Time (ET).

Late work. You must submit reading quizzes before the deadline or you forfeit all possible points. You may submit exams, rotating assignments, and projects after the deadline, but you will incur a point penalty.

Lateness penalties increase cumulatively. Submitting work 1 second after the deadline yields a -2% point penalty. For each additional hour after the deadline, you lose an additional -2%. This means that you may submit work up to 48 hours after the due date.

Unenrollment. OSU does not recognize unenrollment as a valid excuse for missing work. If you become unenrolled from the course for any reason, it is your responsibility to contact me and establish alternative means to submit work prior to the specified deadline. If you suspect that this

policy will affect you, I recommend saving the syllabus to your local computer or printing it out for reference.

Professionalism. You must ensure that the work you submit is correct and accessible. Submitting the wrong link, submitting to the wrong location, submitting files that are corrupt, the wrong version, the wrong format, missing components, the wrong file type, etc. is unprofessional. It is your responsibility to check the integrity of your work immediately following submission. If we cannot access your submission, you forfeit all points for your submission.

If your work is unprofessional, you may re-submit your work via Carmen before the deadline passes without penalty. If technical issues prevent you from re-submitting, you may email your TA your submission before the deadline passes. After the deadline passes, you may re-submit work that you discover is unprofessional, but we will apply the lateness penalty to the final submission.

Technology issues. According to course requirements, you must have regular internet-connected access to a working computer with some form of data redundancy (e.g., Buckeye Box). Remember that OSU's computer labs are available should you need them. Only system-level technological interruptions documented by OSU ([see this page](#)) or McGraw Hill ([see this page](#)) excuse late or missing work.

If you experience a problem with OSU systems (e.g., email, Carmen, etc) not documented by OSU, you must raise a ticket with IT ([see this page](#)). If IT confirms your issue, we will recognize IT's confirmation as a valid excuse for missing work.

Grade appeals. You may send your TA an email to instigate a grade appeal within 1 week after the grade has been posted. An appeal is a formal process with explicit rules. Appeals can result in an unchanged grade, a higher grade, or a lower grade. If you wish to appeal a grade, email your TA that you wish to appeal and then await further instructions.

Course leave. If you become seriously ill or something happens to you that prevents you from participating in the course for an extended amount of time (e.g., mental illness or a friend's mental illness, taking care of an immediate family member, childbirth, etc.), you may apply for course leave. You must let the instructor know of your situation as soon as practical when you become aware of the need for leave to avoid point penalties (either the day you learn of the need or the next workday). Be proactive by letting us know asap if you think you need leave. We will not grant leave retroactively. Course leave is similar to OSU's Family and Medical Leave (FML) and has many of the same rules ([see here for more information](#)). If you qualify for leave, we will allow you to make up missed work with the following point penalties:

- -0% for work due 6 days prior to notification
- -33% for work due 7-13 days prior to notification
- -66% for work due 14-20 days prior to notification
- -100% for work due > 20 days prior to notification

Credit hour and work expectation

This is a 3-credit-hour course. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average. [ASC Honors](#) provides an excellent guide to scheduling and study expectations.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

Tone and civility: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. The instructor and TA both work very hard to provide a positive learning experience. Please keep this in mind and remain civilized and respectful in your email and discussion board communications.

Citing your sources: When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, please use APA style. For online sources, be sure to include a link.)

Course technology policies

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

Baseline technical skills necessary for online courses

Basic computer and web-browsing skills

Navigating Carmen

Necessary equipment

Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection

Web cam and microphone

Necessary software

Word processor with the ability to save files under .doc, .docx, .rtf, or .pdf. Most popular word processing software programs including Microsoft Word and Mac Pages have these abilities. Note, OSU students have access to Microsoft Office products free of charge. To install, please visit https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733

Carmen

Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit carmen.osu.edu. Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit my.osu.edu.

Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor. See [Carmen accessibility for more](#).

Carmen Zoom

Office hours will be held through Ohio State's conferencing platform, Carmen Zoom. A separate guide to accessing Carmen Zoom and our office hours is posted on the course Carmen page under Files.

Students may use the audio and video functions if a webcam and microphone are available. If not, there is still a chat function within Carmen Zoom for the student to live chat with the professor or TA in the virtual office hours room.

[Carmen Zoom](#) help guide

Turnitin

Students at The Ohio State University are accountable for the integrity of the work they submit. Therefore, you should be familiar with the guidelines provided by the [Committee on Academic Misconduct \(COAM\)](#) and [Section A of OSU's Code of Student Conduct](#) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, OSU has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to Turnitin from Carmen. When grading your work, I will interpret the originality report, following [Section A of OSU's Code of Student Conduct](#) as appropriate. For more information about Turnitin, please see [the vendor's guide for students](#). Note that submitted final papers become part of the OSU database.

Self-Service and Chat support: <http://ocio.osu.edu/selfservice>

Phone: 614-688-HELP (4357)

Email: 8help@osu.edu

TDD: 614-688-8743

OSU Policies

Accessibility accommodations for students with disabilities

Requesting accommodations

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

Student Academic Services

Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is: <http://advising.osu.edu/welcome.shtml>

Student Services

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu>

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Diversity

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our

commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Interim Ohio State Title IX Coordinator, Molly Peirano, at titleix@osu.edu

Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24-hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445)

COVID-19 and Illness Policies

University COVID policies

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you

register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds.osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue

Student illness or absence

If *you* are too ill to participate in this course due to COVID-19 or another illness, please contact the instructor as soon as you are able. All materials will be made available on Carmen, including lecture recordings and slides. Alternate assignments or extensions may be arranged.

Instructor illness or absence

If the *instructor* is too ill to teach the course for a period of time, the designated backup for this course will step in. You will be notified via email from the School of Communication.

Academic integrity policy

Policies for this online course

Written assignments: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.

Reusing past work: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

Falsifying research or results: All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>

Course Schedule

Week	Dates	Weekly overview	Deadlines
1	Mon 1/11 (atypical start date due to first week starting on Monday)	<p>What is a video game & how do people study games</p> <p><u>Read</u></p> <ul style="list-style-type: none"> • Jordan & Zanna (p. 1-8) • Lowood (p. 25-41) <p><u>Watch all videos in the weekly module including the following lectures:</u></p>	<p><u>Submit before 5pm (EST) on Friday:</u></p> <ol style="list-style-type: none"> 1. Syllabus quiz 2. Weekly reading quiz
	Friday 1/15	<ul style="list-style-type: none"> • What is a video game • Reading and critiquing academic papers 	
2	Sat 1/16 (first regular start date)	<p>How are games made & how do people study games</p> <p><u>Read</u></p> <ul style="list-style-type: none"> • Williams (p. 1-10) • Consalvo (p. 177-191) • Schmierbach (p. 147-172) <p><u>Watch all videos in the weekly module including the following lectures:</u></p>	<p><u>Submit before 5pm (EST) on Friday:</u></p> <ol style="list-style-type: none"> 1. Group intro activity (takes the place of the normal weekly reading quiz) 2. Groups 1-8: Engagement RA 3. Groups 9-16: Study Guide RA 4. Groups 17-24: Off week! No RA due.
	Friday 1/22	<ul style="list-style-type: none"> • How professionals create video games • Studying games: content analysis 	

3	Sat 1/23	<p>Game motivations & how do people study games</p> <p><u>Read</u></p> <ul style="list-style-type: none"> • Vreese & Neijens (p. 69-80) 	<p><u>Submit before 5pm (EST) on Friday:</u></p> <ol style="list-style-type: none"> 1. Reading quiz 2. Groups 1-8: Off week! No RA due. 3. Groups 9-16: Engagement RA 4. Groups 17-24: Study Guide RA
	Fri 1/29	<p><u>Watch all videos in the weekly module including the following lectures:</u></p> <ul style="list-style-type: none"> • Why do we play games • Studying games: survey 	
4	Sat 1/30	<p>Interactivity & how do people study games</p> <p><u>Read</u></p> <ul style="list-style-type: none"> • Bowman book Ch 1. (p. 1-24) • Sparks (p. 41-50) 	<p><u>Submit before 5pm (EST) on Friday:</u></p> <ol style="list-style-type: none"> 1. Weekly quiz 2. Groups 1-8: Study Guide RA 3. Groups 9-16: Off week! No RA due. 4. Groups 17-24: Engagement RA
	Fri 2/5	<p><u>Watch all videos in the weekly module including the following lectures:</u></p> <ul style="list-style-type: none"> • How interactivity makes game unique • Studying games: experiment 	
5	Sat 2/6	<p>Avatars & Project milestone 1</p> <p><u>Read</u></p> <ul style="list-style-type: none"> • Nothing 	<p><u>Submit before 5pm (EST) on Friday:</u></p> <ol style="list-style-type: none"> 1. Project milestone 1
	Fri 2/12	<p><u>Watch all videos in the weekly module including the following lectures:</u></p> <ul style="list-style-type: none"> • Understanding avatars and their importance 	

6	Sat 2/13	<p>End of unit 1</p> <p>No readings</p> <p>No lectures</p>	<p><u>Submit before 5pm (EST) on Friday:</u></p> <ul style="list-style-type: none"> • Exam I
	Fri 2/19		
7	Sat 2/20	<p>Prosocial effects & Entertainment</p> <p><u>Read</u></p> <ul style="list-style-type: none"> • Passmore & Holder (p. 1-36) • Daneels et al (p. 1-18) <p><u>Watch all videos in the weekly module including the following lectures:</u></p> <ul style="list-style-type: none"> • Cooperative play & prosocial effects • Entertainment outcomes of game use 	<p><u>Submit before 5pm (EST) on Friday:</u></p> <ol style="list-style-type: none"> 1. Weekly quiz 2. Groups 1-8: Engagement RA 3. Groups 9-16: Study Guide RA 4. Groups 17-24: Off week! No RA due.
	Fri 2/26		
8	Sat 2/27	<p>Objectification & Skill acquisition</p> <p><u>Read</u></p> <ul style="list-style-type: none"> • Tomkins & Lynch (p. 119-136) • Bowman book Ch. 2 (p. 25-43) <p><u>Watch all videos in the weekly module including the following lectures:</u></p> <ul style="list-style-type: none"> • Game bodies and objectification • What skills do video games teach 	<p><u>Submit before 5pm (EST) on Friday:</u></p> <ol style="list-style-type: none"> 1. Weekly quiz 2. Groups 1-8: Off week! No RA due. 3. Groups 9-16: Engagement RA 4. Groups 17-24: Study Guide RA
	Fri 3/5		

9	Sat 3/6	User experience research & game violence	<u>Submit before 5pm (EST) on Friday:</u> <ol style="list-style-type: none"> Groups 1-8: Study Guide RA Groups 9-16: Off week! No RA due. Groups 17-24: Engagement RA
	Fri 3/12	<u>Read</u> <ul style="list-style-type: none"> The debate behind video game violence (20 minute video) Ferguson (p. 118-129) <u>Watch all videos in the weekly module including the following lectures:</u> <ul style="list-style-type: none"> The life of a UX researcher Game violence and aggression 	
10	Sat 3/13	Data analytics & Project milestone 2	<u>Submit before 5pm (EST) on Friday:</u> <p>Project milestone II</p>
	Fri 3/19	<u>Read</u> <ul style="list-style-type: none"> No reading <u>Watch all videos in the weekly module including the following lectures:</u> <ul style="list-style-type: none"> The life of a data analyst 	
11	Sat 3/20	End of unit 2	<u>Submit before 5pm (EST) on Friday:</u> <ul style="list-style-type: none"> Exam II
	Fri 3/26	No readings No lectures	

12	Sat 3/27	<p>Games and culture I</p> <p><u>Read</u></p> <ul style="list-style-type: none"> • Tamborini (p. 39-44) • Fox & Tang (p. 1290-1307) 	<p><u>Submit before 5pm (EST) on Friday:</u></p> <ol style="list-style-type: none"> 1. Weekly quiz 2. Groups 1-8: Engagement RA 3. Groups 9-16: Study Guide RA 4. Groups 17-24: Off week! No RA due.
	Fri 4/2	<p><u>Watch all videos in the weekly module including the following lectures:</u></p> <ul style="list-style-type: none"> • The influence of games on culture • Gender & sexuality 	
13	Sat 4/3	<p>Games and culture II</p> <p><u>Read</u></p> <ul style="list-style-type: none"> • Unknown on Race and class • Bowman book Ch. 12 (p. 193-207) 	<p><u>Submit before 5pm (EST) on Friday:</u></p> <ol style="list-style-type: none"> 1. Weekly quiz 2. Groups 1-8: Off week! No RA due. 3. Groups 9-16: Engagement RA 4. Groups 17-24: Study Guide RA
	Fri 4/9	<p><u>Watch all videos in the weekly module including the following lectures:</u></p> <ul style="list-style-type: none"> • Race & class • Fame 	
14	Sat 4/10	<p>Gamification & Fall Break!</p> <p><u>Read</u></p> <ul style="list-style-type: none"> • Hanus & Fox (p. 162-151) 	<p><u>Submit before 5pm (EST) on Friday:</u></p> <ol style="list-style-type: none"> 1. Weekly quiz 2. Groups 1-8: Study Guide RA 3. Groups 9-16: Off week! No RA due. 4. Groups 17-24: Engagement RA
	Fri 4/16	<p><u>Watch all videos in the weekly module including the following lectures:</u></p> <ul style="list-style-type: none"> • Gamification 	

15	Sat 4/17	Games economics <u>Read</u> <ul style="list-style-type: none"> • Castronova (p. 1-18) 	<u>Submit before 5pm (EST) on Wednesday:</u> Project milestone III
	Wed 4/21 (atypical due date due to the last day of class)		
Finals week	Sat 4/23	Exam III opens: TBA Exam III closes: TBA	EXAM III EXAM IV
	Fri 4/29	Exam IV opens: TBA Exam IV closes: TBA	

Course reading list

Jordan, C. H., & Zanna, M. P. (1999). How to Read a Journal Article in Social Psychology 1, 2.

Lowood, H. (2006). A brief biography of computer games. *Playing video games: Motives, responses, and consequences*, 25-42.

Williams, I. (2015) Crunched: has the games industry really stopped exploiting its workforce? The Guardian.

Consalvo, M. (2008). Crunched by passion: Women game developers and workplace challenges. *Beyond Barbie and Mortal Kombat: New perspectives on gender and gaming*, 177-91.

- Schmierbach, M. (2009). Content analysis of video games: Challenges and potential solutions. *Communication Methods and Measures*, 3(3), 147-172.
- De Vreese, C. H., & Neijens, P. (2016). Measuring media exposure in a changing communications environment.
- Sparks, G. (2016). *Media effects research: A basic overview* (5th edition).
- Passmore, H. A., & Holder, M. D. (2014). Gaming for good: Video games and enhancing prosocial behavior. *Journal of Communications Research*, 6(2), 199-224.
- Daneels, R., Vandebosch, H., & Walrave, M. (2020). "Just for fun?": An exploration of digital games' potential for eudaimonic media experiences among Flemish adolescents. *Journal of Children and Media*, 1-17.
- Tompkins, J. E., & Lynch, T. (2018). The concerns surrounding sexist content in digital games. In *Video game influences on aggression, cognition, and attention* (pp. 119-136). Springer, Cham.
- Ferguson, C. (2019) The evolutionary roots of media-based moral panics.
- Tamborini, R. (2011). Moral intuition and media entertainment. *Journal of Media Psychology: Theories, Methods, and Applications*, 23(1), 39.
- Fox, J., & Tang, W. Y. (2017). Women's experiences with general and sexual harassment in online video games: Rumination, organizational responsiveness, withdrawal, and coping strategies. *New Media & Society*, 19(8), 1290-1307.
- Hanus, M. D., & Fox, J. (2015). Assessing the effects of gamification in the classroom: A longitudinal study on intrinsic motivation, social comparison, satisfaction, effort, and academic performance. *Computers & education*, 80, 152-161.
- Castronova, E. (2008). A test of the law of demand in a virtual world: Exploring the petri dish approach to social science.

Course Syllabus

[Jump to Today](#)

Syllabus (updated 3/29/19; scroll to bottom for update log)

COMM 3513: Video Games and the Individual (Hybrid Delivery)

Spring 2019

Instructor: Dr. Teresa Lynch

Email: lynch.659@osu.edu

Office: 3045D Derby Hall

Office Hours: Thursdays 10:30am – 12pm and by appointment

Graduate Assistant: Michael Gilbert

Email: gilbert.611@osu.edu

Office: Journalism 391

Office Hours: Mondays 1:00pm - 2:00pm and by appointment

CLASS MEETING

Wednesdays and Fridays, 10:20am – 11:15am in Pomerene Hall 150

REQUIRED MATERIALS

Bowman, N. D. (2018). *Video games: A medium that demands our attention* (Ed.). New York: Routledge. (ISBN: 978-0-81537-687-9; [Hardcover \(Links to an external site.\)](#) \$124.69 on Amazon; [eBook \(Links to an external site.\)](#) purchase \$49.46 or rental from \$27.48)

You must have access to a computer/laptop to download and play some of the games I assign this semester. The games I assign should have compatibility with non-gaming machines. However, if you have technological difficulties with running any of the games, it is your responsibility to contact the course TA, Michael Gilbert (gilbert.611@osu.edu) and coordinate a time with him to visit my lab to play the game on one of the lab computers (see technology policy for more information).

I will provide other required media content, materials, and readings via Carmen throughout the semester.

COURSE DESCRIPTION & GOALS

Stereotypes about video games and those who play them are widespread in contemporary society. News reports and popular media representations depict gamers as lazy, socially awkward, sexist, obese, and violent. Politicians and other interested parties portray video games as dangerously overrun with violent, sexual, and immoral content from which they must protect children. But, do these notions align with the reality of contemporary video games and those who play them?

This class addresses that question by examining critical and social scientific perspectives on the uses, effects, and nature of video game play. To that end, in this course students will...

...increase their knowledge of:

- Video game history and important moments that influenced game development.
- The characteristics, technology, content, and usage of video games.
- Theories and methods used in studying video games.
- The positive and negative outcomes associated with gameplay for players.

...gain skills in:

- Distinguishing between social scientific and other ways of knowing about video games.
- Articulatingly evaluating the content of games and research on the effects of games.
- Applying scholarly concepts in analyzing game content and game research.

TEACHING APPROACH

My leadership and instruction in the classroom is an important part of my role as a professor here at The Ohio State University. This course serves as an introduction to better understanding a topic of professional and personal interest for me, video games. This makes for what I hope you will find a fun and meaningful class. Despite being a fun course, I maintain high standards for my own performance as the instructor and, consequently, will ask the same of you. Success in any undertaking requires consistent dedication. Learning in your college classes is no different and the grade you earn in this course will reflect your effort. If you find yourself struggling to achieve what you are here to accomplish then *please* come speak with me so that I might help you strategize your approach to my class. My door is open.

Some of the topics we will cover might make you uncomfortable. I encourage you to get out of your comfort zone (within reason) and learn something new. Some topics might be controversial and you might find yourself disagreeing with me – wonderful! I strive to highlight the value of course topics by discussing how they matter in cultural, historic, economic, political, and practical contexts. I invite my students of all backgrounds and perspectives to engage with me in conversation in class or during office hours. We can learn a great deal by communicating.

ASSESSMENTS

Below you will find a list of all of the types of assessments in this course. I will provide more details and specific instructions as applicable about each assessment in Carmen well in advance of the deadline.

Additionally, please note that you cannot edit or delete ORAs, Essays, and PRs after posting, so make sure to complete the responses outside of the browser and submit your final work when you post. Additionally, I will grade your first submission. The settings require you to post before you can view others' posts, so don't cheat the system by posting a "." or a blank space. This will be what I grade if you do so.

- **Exams:** I will administer two, non-cumulative exams each containing some combination of multiple choice, true/false, and matching style questions. Questions will include material covered in lecture, in the readings, and in hybrid materials. We will hold a review session for each exam. I will design the questions to assess your definitional understanding of course content and ability to accurately apply, interpret, and evaluate human communication and behavior through the lens of course concepts.
- **Online Reflection Activities (ORAs):** These activities guide you through some set of tasks based a broad theme from the course. For instance, these tasks might ask you to watch something (e.g., news media, TED talk) or play something (e.g., a specific type of video game) and then respond to prompts about the task you completed. I will grade these activities as pass (if the response indicates engagement with the material)/fail (if the response does not indicate engagement with the material), but I reserve the right to penalize with partial or no credit for substandard work.
- **Presentations:** Once this semester you will deliver a poster presentation on a topic that you will select from a bank of options I provide in Carmen. The topic for this presentation will ultimately form into an essay (see below) that you submit, but this assignment will give you the opportunity to work through your idea. During the presentation, you will pitch your idea to small groups of peers over and over until we are out of time. Your peers will evaluate you on your preparedness to discuss your idea. I will grade you on your professionalism.
- **Essays:** Once this semester you will write a short essay applying a social scientific theory in analysis of a particular video game or aspect of game player behavior selected from a bank of options I provide in Carmen. You will publish your essay to a discussion board for the entire class to read. I will grade your essay using a rubric that aligns with the instructions I will provide you. A peer in the class will review your work publicly.
- **Peer Review (PR):** Twice this semester you will review an assigned peer's essay publicly using the course discussion board. Reviewing requires that you find fault(s) with the submission and make an argument about how the work might be improved. I will grade the reviews as pass/fail. However, I reserve the right to penalize with partial credit or no credit for substandard work.

GRADING

The grade for this course is based on 2 exams, 4 ORAs, 1 essay, 1 presentation, and 2 peer reviews.

Item	Total %
Exam I	25%
Exam II	25%
Online Reflection Activities (ORAs)	20%
Essay	15%
Presentation	5%
Peer reviews	10%

Below are the point ranges for each corresponding course letter grade determined by OSU standards. I will not round grades.

A 93.00-100%	B 83.00-86.99%	C 73.00-76.99%	D 60.00-66.99%
A- 90.00-92.99%	B- 80.00-82.99%	C- 70.00-72.99%	E 0-59.99%
B+ 87.00-89.99%	C+ 77.00-79.99%	D+ 67.00-69.99%	

COURSE POLICIES

- **Email policy:** It is my general policy that you should reserve email for extenuating circumstances because I prefer to communicate with you face to face and am typically overwhelmed with email. Please do not use Carmen messaging for communicating as I do not check this regularly and it is unreliable. Students are welcome to email me (lynch.659@osu.edu) to set up an appointment to discuss issues related to the course if they are unable to attend my office hours (which you do not need an appointment for and are first come, first served). In any email communication, students must put "COMM3513" in the subject line and demonstrate professional courtesy in their message. Emails that do not adhere to this policy may not receive a response.
- **Attendance, tardiness, and disruptions:** You are required to be in class on your presentation day and on exam days. Tardiness or leaving class early is unacceptable as it disrupts the learning experience of your colleagues. In the event that you must enter or leave during lecture, do so as quickly and quietly as possible. I will not tolerate disruptions (both online and in the classroom) including talking during lecture, inappropriate technology use, threatening behavior, or inappropriate language/derogatory speech. I expect that all students in this course will maintain civility, professionalism, and decorum while in the classroom and in our online interactions. I reserve the right to dismiss any student who is non-compliant with this policy. Additionally, I reserve the right to report disruptive students to the Dean of Students and/or University Police.
- **Late submissions: All deadlines are firm, but I accept late work.** I will penalize any work submitted beyond the deadline stipulated in the syllabus by 25% off the earned grade per day.








- **Missed exam or presentation:** All exam dates and presentation dates are firm. I do not offer make-up exams or presentations, so students should plan to be in class on time those days. If your personal circumstances are extenuating enough to result in your inability to attend class on those days, you should schedule an appointment to discuss the issue with me and request accommodation. I will not look kindly on requests made simply due to lack of preparedness or professionalism.
- **Technology:** Students may use laptops and tablet devices for academic purposes during class. I will dismiss any student disrupting or distracting others (including me) with their technology use during lecture. Students must also use technology outside of the classroom because it is a hybrid delivered course. Students must regularly check their OSU email account, the Carmen course page for information, materials, updates, and to organize group work. Additionally, because some of the assignments in the course require you to download and play a video game, you must have a laptop or personal computer to use to complete those assignments. If you do not have this technology, I can make my on-campus research lab available to you, but you must coordinate with me. In the event that you generally have access to this sort of technology, but you have an issue with using it for a particular assignment, you must inform me/the course TA **by Wednesday at the start of class (10:20am) ahead of the ORA deadline** so that we have time to assist you.
- **Professionalism:** You must ensure that the work you submit is correct and submitted. Turning in corrupted, improperly formatted, or late submissions is unacceptable. You are responsible for ensuring that you complete your work according to the stipulated guidelines and properly submit it with time to account for technology failures. You must ensure that you are able to complete assignments using the assigned technology (i.e., game platforms) and inform your instructors by the deadline stipulated in the technology policy if you encounter problems. Failure to conduct yourself at this level of professionalism may result in your inability to earn points in the course.
- **Grading disputes:** Grading is, like many things in life, a subjective activity. If you feel that I have undervalued your effort, you may always make an appeal to me to reconsider your grade. To enter into a grade dispute, you must bring a written statement with the specific reasons for your grade challenge and what accommodation you are requesting of me. You may only appeal a grade within 1 week of grade release as documented in Carmen. I will not discuss your grade with you immediately before, during, or immediately following class for privacy and clarity in our communication.
- **Peer evaluation and public work:** The structure of this course incorporate public posting of your assignments and peer review/evaluation. If you are not comfortable with this, I recommend you drop this course as I will not make any accommodations to this structure.
- **Tentative nature of syllabus:** This syllabus represents an agreement between the students and the instructor, Dr. Teresa Lynch. Students enrolled in this class agree to the terms of the syllabus and understand that the policies, schedule, and deadlines outlined within it are subject to the instructor's modification with notice via Carmen to students.










OSU POLICIES OBSERVED IN THIS COURSE









- **Academic misconduct.** All work should be your original work. You must use citations when presenting ideas that are not your own using APA style. You must complete all submitted work by yourself. You may not reuse work from a past or current semester. It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. **Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487).** For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/> ([Links to an external site.](#))
- **Disability services.** Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu. *Students with a documented disability can meet with me privately during the first three weeks of class to coordinate reasonable accommodations.*
- **Sexual misconduct/relationship violence.** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.
- **Diversity.** The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.
- **Copyright disclaimer.** The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.
- **Student life issues:** As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting osu.edu ([Links to an external site.](#)) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is





closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org ([Links to an external site.](#)).

- ***Student academic services.*** Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is: <http://advising.osu.edu/welcome.shtml> ([Links to an external site.](#))

Week	Date	Topic; <i>Resource, material, reading</i>	Due Fridays at 11:59pm
1	W 1/9	Why study human interaction with games?  <i>Syllabus</i>	
	F 1/11	A brief history of games and the industry  Lowood, 2006 	
	Online	Methods Crash Course (Links to an external site.)	ORA Introductions
2	W 1/16	Making sense of video games research  Raff, 2017 	
	F 1/18	Video games as demanding technologies  <i>VG Ch. 1</i>	
	Online	<i>Material shared in Carmen with ORA instructions</i>	Group 1 & 2: ORA Group 3: Off
3	W 1/23	Games & Cognition  <i>VG Ch. 2</i>	
	F 1/25	Group 1 Presentations Group 2 & 3 Presentation Judges	
	Online	<i>Material shared in Carmen with ORA instructions</i>	Group 1: Off Group 2 & 3: ORA
4	W 1/30	Cancellation due to extreme weather	

	F 2/1	Games & Emotion; Hands on horror – fear experiences in games  VG Ch. 4; Lynch & Martins, 2015 	
	Online	<i>Group 1: Essay due; Group 2 & 3: off</i>	Group 1: Essay Group 2 & 3: Off
5	W 2/6	Games & Behavior  VG Ch. 6	
	F 2/8	Being the change you want to see in the virtual world  Ahn et al., 2015 	
	Online	<i>Group 2 & 3 Peer Reviews due; Group 1 off</i>	Group 1: Off Group 2 & 3: PR
6	W 2/13	Games & Morality  VG Ch. 7	
	F 2/15	Is it immoral if it's all digital?  Grizzard et al., 2014 	
	Online	<i>Material shared in Carmen with ORA instructions</i>	Group 1: Off Group 2 & 3: ORA
7	W 2/20	Exam 1 Review 	
	F 2/22	Exam I	

	Online	--	Nothing online, prepare for exam
8	W 2/27	Games & Representation  Tompkins & Lynch, 2018  <i>Guest speaker Michael Gilbert</i>	
	F 3/1	Group 2 Presentations Group 1 & 3 Presentation Judges	
	Online	<i>Material shared in Carmen with ORA instructions</i>	Group 1 & 3: ORA Group 2: Off
9	W 3/6	Games & Sociality I  <i>VG Ch. 8</i>	
	F 3/8	Games as digital utopias, but only for some  Gray, 2012 	
	Online	--	Group 1 & 3: Off Group 2: Essay
10	3/13, 3/15	⤴ <i>SPRING BREAK</i> ⤵	
11	W 3/20	Games & Sociality II  <i>VG Ch. 9</i>	
	F 3/22	Playing with the enemy, but who's the enemy?  Fox & Tang, 2017  <i>Guest speaker Michael Gilbert</i>	

	Online	--	Group 1 & 3: PR Group 2: Off
12	W 3/27	Games & Experience  VG Ch. 10	
	F 3/29	Too good to care  Matthews, 2015 	
	Online	<i>Material shared in Carmen with ORA instructions</i>	Group 1 & 3: ORA Group 2: Off
13	W 4/3	Games & Streaming  VG Ch. 12	
	F 4/5	Group 3 Presentations Group 1 & 2 Presentation Judges	
	Online	<i>Material shared in Carmen with ORA prompt</i>	Group 1 & 2: ORA Group 3: Off
14	W 4/10	All in the game <i>Guest speaker Jessica E. Tompkins, User Research Analyst at idSoftware/Bethesda Softworks</i>	
	F 4/12	Researching Epic games <i>Guest Speaker Isaac T. Knowles, Sr. Statistical Analyst at Epic Games</i>	
	Online	--	Group 1 & 2: Off Group 3: Essay

15	W 4/17	Review for Exam II	
	F 4/19	Exam II	Group 1 & 2: PR Group 3: Off

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: COMM 3513

Instructor: Nicholas L. Matthews

Summary: Video Games in Society

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> Office 365 Carmen
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> CarmenZoom Prerecorded lectures.
6.3 Technologies required in the course are readily obtainable.	X			All tools are available via OSU site license free of charge.
6.4 The course technologies are current.	X			All are updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No 3 rd party tools are used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Instructions are provided to obtain materials in another format.
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

Reviewer Information

- Date reviewed: 10/29/20
- Reviewed by: Ian Anderson

Notes: This looks good!

^aThe following statement about disability services (recommended 16 point font):
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.
<http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.

Communication

Curriculum map, indicating how program goals are accomplished via specific courses.

Program learning goals

Goal 1. Students demonstrate knowledgeable of communication concepts, theories, and principles within a social science framework to understand the role of communication in society.

Goal 2. Students are competent in practicing communication for a range of purposes, audiences, contexts and modalities.

Goal 3. Students are sufficiently trained and prepared to obtain employment in the field of communication or related to the field of communication.

	Goal 1: Comm Principles	Goal 2: Comm Practice	Goal 3: Career Preparation
Premajor			
1100	Basic		
1101	Basic		
Research Methods (4 cr. req.)			
3160(H)	Intermediate	Intermediate	
3163	Intermediate		
3165	Intermediate		
Core Requirements			
<i>Comm Analysis & Engagement</i>			
2110	Basic	Intermediate	
2367(H)	Basic	Intermediate	
3440	Intermediate	Intermediate	
3620	Intermediate	Intermediate	
<i>Comm Tech</i>			
2367(H)	Basic	Intermediate	Intermediate
2511	Basic	Intermediate	Intermediate
2540	Basic	Basic	Basic
3554	Intermediate	Intermediate	Intermediate
<i>Strategic Comm</i>			
2321	Basic	Intermediate	Intermediate
2331	Basic	Intermediate	Intermediate
3333 <i>or</i>	Basic	Intermediate	Intermediate
3444	Intermediate	Intermediate	Basic
3334	Basic	Advanced	Intermediate
4337	Basic	Advanced	Intermediate
Experiential Learning (3 cr. req.)			
3188	Intermediate	Intermediate	Advanced
3800	Intermediate	Advanced	Advanced
4191			Advanced
4998	Advanced	Advanced	
4999(H)	Advanced	Advanced	
Focus Area Electives			
<i>Comm Analysis & Engagement (15 credit hours required)</i>			
2131	Basic	Intermediate	
2596	Basic	Basic	
3325	Intermediate	Intermediate	Intermediate

	Goal 1: Comm Principles	Goal 2: Comm Practice	Goal 3: Career Preparation
3330	Basic	Intermediate	Basic
3331	Intermediate	Intermediate	
3332	Intermediate	Intermediate	Basic
3340	Intermediate	Intermediate	
3402	Intermediate	Basic	
3403	Intermediate		
3404	Intermediate		
3413	Intermediate		
3415	Basic	Intermediate	
3442	Intermediate		
3450	Intermediate	Basic	
3466	Intermediate		
3597.01	Intermediate		
3597.02	Intermediate		
3624	Intermediate	Intermediate	Intermediate
3628	Advanced	Intermediate	Intermediate
3629	Intermediate	Intermediate	Intermediate
3662	Intermediate	Intermediate	
3667	Intermediate	Intermediate	Basic
3668	Intermediate	Intermediate	Basic
4240		Intermediate	
4401	Intermediate		
4445	Intermediate	Intermediate	
4600		Intermediate	
4635		Intermediate	Intermediate
4736	Intermediate	Intermediate	
4737	Intermediate	Intermediate	Basic
4738	Intermediate	Intermediate	
4814	Intermediate	Intermediate	
4820	Intermediate	Intermediate	
<i>Comm Tech (6 credit hours required)</i>			
3513	Intermediate	Intermediate	Basic
3558	Intermediate	Intermediate	
4557	Advanced	Advanced	Intermediate
4558	Advanced	Advanced	Intermediate
4665	Advanced	Advanced	Intermediate
4738	Advanced	Advanced	Intermediate
<i>Strategic Comm (9 credit hours required)</i>			
2367(H)	Basic	Intermediate	Intermediate
2511	Basic	Intermediate	Intermediate
3325	Intermediate	Intermediate	Intermediate
3330	Basic	Intermediate	Intermediate
3332	Intermediate	Intermediate	Intermediate
3333	Basic	Intermediate	Intermediate
3340	Intermediate	Intermediate	Intermediate
3345	Basic	Intermediate	Intermediate
3444	Intermediate	Intermediate	Intermediate
3558	Intermediate	Intermediate	
3628	Advanced	Intermediate	Basic
3668	Intermediate	Intermediate	Basic

	Goal 1: Comm Principles	Goal 2: Comm Practice	Goal 3: Career Preparation
4445	Intermediate	Intermediate	Intermediate
4558	Basic	Advanced	Intermediate
Special Topic Elective			
<i>Comm Tech (9 credit hours required)</i>			
3330	Basic	Intermediate	Intermediate
3331	Intermediate	Intermediate	Intermediate
3513	Intermediate	Intermediate	Basic
3545	Intermediate	Intermediate	Intermediate
4511	Intermediate	Advanced	Intermediate
4555	Advanced	Advanced	Intermediate
4556	Advanced	Advanced	Intermediate
4557	Advanced	Advanced	Intermediate
4665	Advanced	Advanced	Intermediate
CS&E 2123			
<i>Strat Comm (3 credit hours required)</i>			
2110	Basic	Intermediate	Basic
2131	Basic	Intermediate	Intermediate
2367 (H)	Basic	Intermediate	Intermediate