

Term Information

Effective Term Spring 2022
Previous Value Spring 2019

Course Change Information

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

We propose an online version of an existing course, English 2367.08.

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

The online version of 2367.08 will provide enhanced access a popular GE Writing course for ASC Games Studies minors, those in all-online programs in other colleges, those with scheduling difficulties for whatever reason, and students with disabilities. The online version is an alternative delivery method for the existing course, which we plan to continue to teach in an in-person format across campuses.

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)?

N/A

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	English
Fiscal Unit/Academic Org	English - D0537
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2367.08
Course Title	The U.S. Experience: Writing About Video Games
Transcript Abbreviation	Wrtnng: Video Games
Course Description	Emphasizes persuasive and researched writing, revision, and composing in various forms and media. Focusing on digital literacy, development of critical thinking skills and skill in producing analytical prose, students explore key conversations in the field of game studies and analyze a variety types of video game writing. No prior knowledge of video games or game studies is required.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week
<i>Previous Value</i>	14 Week, 12 Week, 8 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 Greater or equal to 50% at a distance Less than 50% 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, Lima, Mansfield, Marion, Newark, Wooster
Previous Value	<i>Columbus, Lima, Mansfield, Marion, Newark</i>

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: 1110
Previous Value	<i>Prereq: 1110 or equivalent; and Soph standing, or a declared major in English.</i>
Exclusions	
Electronically Enforced	Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	23.0101
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior

Requirement/Elective Designation

General Education course:
Level 2 (2367)

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Students will familiarize themselves with issues central to critical conversations about video games, improve analytical writing by responding to video games, grow in digital literacy, and analyze, understand and engage with secondary sources.
Content Topic List	<ul style="list-style-type: none">• Game Ontology: What are Games?• Ethics in Games Journalism?: Writing About Games• Narrative and Play• Analyzing Games• Conversing with Secondary Sources
Sought Concurrence	No

COURSE CHANGE REQUEST
2367.08 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
11/01/2021

Attachments

- ENGL_2367.08 Online Course Syllabus- ASC Approval.docx: Online Syllabus
(Syllabus. Owner: Lowry, Debra Susan)
- Miller_2367 Example Syllabus.docx: Sample In-Person Syllabus
(Syllabus. Owner: Lowry, Debra Susan)
- Rubrics 2367.pdf: Online Course Rubrics
(Other Supporting Documentation. Owner: Lowry, Debra Susan)
- ENGLISH 2367.08 asc_distance_approval_cover_sheet (1).docx: ASC Distance Approval Cover Sheet Reviewed
(Other Supporting Documentation. Owner: Lowry, Debra Susan)

Comments

- We respectfully ask that this request be expedited for offering Spring 2022.

Cover sheet/review by Jeremie Smith attached. *(by Lowry, Debra Susan on 10/22/2021 12:38 PM)*
- This does not appear to have been reviewed by Jeremie Smith. Cover sheet is not signed off. *(by Vankeerbergen, Bernadette Chantal on 09/17/2021 04:35 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Lowry, Debra Susan	09/14/2021 12:55 PM	Submitted for Approval
Approved	Lowry, Debra Susan	09/14/2021 12:55 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	09/17/2021 04:35 PM	College Approval
Submitted	Lowry, Debra Susan	10/22/2021 12:37 PM	Submitted for Approval
Approved	Lowry, Debra Susan	10/22/2021 12:38 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/01/2021 02:16 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/01/2021 02:16 PM	ASCCAO Approval



SYLLABUS

ENGLISH/2367.08

The U.S. Experience: Writing About Video Games

Spring 2021 (full term)

3 Credit Hours

Online

COURSE OVERVIEW

Instructor

Instructor: Lauren Cook

Email address: (preferred contact method) Cook.1112@osu.edu

Office hours: MWF 12-1pm via Zoom

Prerequisites

English 1110

Course description

In this online, second-level writing course for which English 1110 is a prerequisite, you will continue to develop and refine the skills in analysis, research, and composition that you practiced in 1110. This course emphasizes persuasive and researched writing, revision, and composing in various forms and media. In addition, you will build upon and improve your mastery of academic writing with and from sources; refine your ability to synthesize information; create arguments about a variety of discursive, visual, and/or cultural artifacts; and become more proficient with and sophisticated in your research strategies and employment of the conventions of standard academic discourses.

Why video games? The academic study of video games is young, though video games are a driving force in our culture. Not only are video games an aspect of daily life for many U.S. households, but also many other aspects of culture have utilized game principles—or, gamified. Video games are no longer a fringe activity, but a mainstream experience. By exploring video games as a text, we can explore culture more broadly, including how video games express the values and assumptions of their producers and consumers. This means we

will identify and analyze the norms that inform games, considering race, gender and sexuality, disability, class, ethnicity, and religion.

In this course, we will be using a Disability Studies framework to explore video games. We will look at how games portray ability, disability, and the “normal” body. Video games are a unique text for thinking about our ideas of ability, and also for complicating those ideas. How does a specific game represent strength (muscles? magic? super-ability)? What are the counter forces (zombies? technology? non-humans? pain)?

Course learning outcomes

By the end of this course, students should successfully acquire the following outcomes:

1. Rhetorical Knowledge

Throughout the second course, students should build upon these foundational outcomes from the first course:

- Understand how genre conventions shape the texts they read and should shape the texts they compose.
- Understand the possibilities of electronic media/technologies for composing and publishing texts for a variety of audiences.
- Compose texts that have a clear purpose.
- Adopt an appropriate voice, tone, style, and level of formality.
- Use appropriate conventions of format and structure.
- In addition, by the end of the second course, students should be able to
- Analyze argumentative strategies and persuasive appeals.
- Employ appropriate argumentative strategies and persuasive appeals in their writing.

2. Critical Thinking, Reading, and Writing

Throughout the second course, students should build upon these foundational outcomes from the first course:

- Use reading and writing for inquiry, learning, thinking, and communicating.
- Locate and evaluate secondary research materials, including visual texts such as photographs, videos, or other materials.
- Analyze relationships among writer, text, and audience in various kinds of texts.
- Use various critical thinking strategies to analyze texts.
- In addition, by the end of the second course, students should be able to
- Find and evaluate appropriate material from electronic and other sources.
- Locate, evaluate, organize, and use primary and secondary research material. Secondary research material should be collected from various sources, including

journal articles and other scholarly texts found in library databases, other official databases (e.g., federal government databases), and informal electronic networks and internet sources.

- Analyze and critique sources in their writing.
- Juxtapose and integrate ideas and arguments from sources.
- Develop a clear line of argument that incorporates ideas and evidence from sources.
- Use strategies—such as interpretation, synthesis, response, critique, and design/redesign—to compose texts that integrate the writer’s ideas with those from appropriate sources.

3. Knowledge of Composing Processes

Throughout the second course, students should build upon these foundational outcomes from the first course:

- Recognize that writing is a flexible, recursive process that typically involves a series of activities, including generating ideas and text, drafting, revising, and editing.
- Understand that writing is often collaborative and social. To demonstrate that understanding, students should be able to
- Work with others to improve their own and others’ texts.
- Balance the advantages of relying on others with taking responsibility for their own work.
- Apply this understanding and recognition to produce successive drafts of increasing quality.
- Use electronic environments to support writing tasks such as drafting, reviewing, revising, editing, and sharing texts.

4. Knowledge of Conventions

Throughout the second course, students should build upon these foundational outcomes from the first course:

- Recognize the genre conventions for structure, paragraphing, tone, and mechanics employed in a variety of popular forums.
- Learn to control syntax, grammar, punctuation, and spelling through practice in composing and revising.
- Select and employ appropriate conventions for structure, paragraphing, mechanics, and format in their own writing.
- Acknowledge the work of others when appropriate.

- Use a standard documentation format as needed.

In addition, by the end of the second writing course, students should be able to

- Understand why genre conventions vary.
- Recognize the genre conventions employed by various academic disciplines.
- Employ appropriate textual conventions for incorporating ideas from sources (e.g., introducing and incorporating quotations; quoting, paraphrasing, and summarizing).

5. Minimal Course Requirements

By the end of their second writing course, students will have written

- A variety of texts, including at least one researched essay, with opportunities for response and revision.
- A minimum of 5000 total words of formal, edited text.
- Frequent shorter assignments, such as journals, reading responses, and discussion efforts.

General education goals and expected learning outcomes

As part of the university's second-year writing category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

Goals: Students are skilled in written communication and expression, reading, critical thinking, oral expression, and visual expression.

Expected Learning Outcomes:

- Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.
- Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
- Students access and use information critically and analytically.

GE Diversity - Social Diversity in the United States:

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected GE Learning Outcomes:

- Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
- Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.
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HOW THIS ONLINE COURSE WORKS

Mode of delivery

This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time. This fully online course will be delivered entirely through Ohio State University's learning management system, Carmen. You will use your OSU ID credentials to log into the site from Carmen Home page (<https://carmen.osu.edu>).

Within Carmen you will find and access all online lessons, course materials, and resources. Throughout the course, you will be asked to take online quizzes, turn in response assignments, and participate in discussion forums.

Pace of online activities

This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

The online nature of this course means that you will **complete a variety of activities each week**: Posting to discussion forums, taking online quizzes, viewing lectures online, and/or reading and responding to the textbook. Critical to successful online participation is engagement with four course resources in particular:

- Carmen (serves as our **course content site**)
- Providing you access to our syllabus
- All course assignments, instructional videos, links to *Writing Commons* readings
- Weekly checklists

Credit hours and work expectations

This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), 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.

Student Attendance and Participation Requirements

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

Participating in online activities for attendance:

- **Logging in AT LEAST 3 TIMES PER WEEK**
Be sure you are logging in to the course in Carmen several times each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with your instructor *as soon as possible*.
- **Participating in discussion forums: WEEKLY**
As participation, each week you can expect to post at least three times (preferably more) as part of our substantive class discussion on the week's topics. A rubric for evaluating discussion participation will be made available to students.
- **Checking Carmen conversations/OSU email: DAILY**
I will send course updates, notes, supplementary material, and direct questions/concerns via Carmen messages and Carmen announcements. Please establish the habit of regularly checking your emails.
- **Office hours and live sessions: OPTIONAL**
All live, scheduled events for the course, including my office hours, are optional.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

We will be using excerpts from the following books:

- Ede, Lisa. *The Academic Writer*. ISBN 978-1319037208.
- *Keywords for Disability Studies*, edited by Rachel Adams, et al., New York University Press, 2015. ProQuest Ebook Central, <https://ebookcentral-proquest-com.proxy.lib.ohio-state.edu/lib/ohiostate-ebooks/detail.action?docID=3564341>
- Muriel, Daniel, and Garry Crawford. *Video Games As Culture : Considering the Role and Importance of Video Games in Contemporary Society*, Taylor & Francis Group, 2018. <https://ebookcentral-proquest->

com.proxy.lib.ohio-state.edu/lib/ohiostate-ebooks/detail.action?docID=5323257

- We will also be reading published scholarly essays from journals like *Game Studies* and *Disability Studies Quarterly*, which will be made available for access via our Carmen course page.

Other subscription requirements

Students will be required to subscribe to a gaming pass (such as Xbox Game Pass or Humble Bundle) during the semester as well as participate in various free games like *Minecraft: Education Edition*.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

1. **Self-Service and Chat support:** ocio.osu.edu/help
2. **Phone:** 614-688-4357(HELP)
3. **Email:** servicedesk@osu.edu
4. **TDD:** 614-688-8743

Technology skills needed for OSU's online courses

- Basic computer and web-browsing skills
- Ability to navigate Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Baseline technical skills necessary for the 2367.08 online environment include the ability to

- Navigate other online platforms (e.g., Zoom, Google Hangouts, Skype) as needed
- Collaborate in online environments
- Demonstrate a basic familiarity with a presentation platforms

- Create both alphabetic and multimodal compositions using a range of media (from low-threshold technologies such as hand and pencil drawing to high-threshold multimedia programs)
- Record and upload video and audio

Required equipment

5. Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
6. Webcam: built-in or external webcam, fully installed and tested
7. Microphone: built-in laptop or tablet mic or external microphone
8. Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

1. Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
2. Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
3. Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Analytical Research Project: a series of formal, academic writing assignments culminating in a research paper.	450 points
Discussion Boards: discussion board posts throughout the semester engaging with course reading(s) and writing	250 points
Reading Responses: responses to assigned academic readings	100 points
Peer Review	100 points
Gameplay Journal: documenting personal gameplay	100 points
Total	1000 points (possible)

See course schedule below for due dates.

Descriptions of major course assignments

Academic integrity and collaboration for major course assignments:

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow MLA 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.
- **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.

- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please ask ahead of time.
- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

Assignment Breakdown

1. **Analytical Research Paper** This assignment will be broken into four parts:
 - a. **Rhetorical Analysis:** 3-5 page focused analysis of a video game of your choosing
 - b. **Bibliography:** amassing numerous relevant sources
 - c. **Secondary Source Analysis:** 4-5 page analysis of secondary sources that speaks to the concepts in your rhetorical analysis
 - d. **Final paper:** 10-12 page paper analyzing a video game as a text and exploring the larger cultural components informing the game
2. **Discussion Boards** 10 questions will be posted throughout the semester. Students will be expected to respond to the questions/to each other, meeting the guidelines in the "Discussion Board Post" page on Carmen.
3. **Reading Responses** Students will be required to submit 2 reading responses during the semester. These are one-page, single-spaced responses to assigned scholarly readings.
4. **Peer Review** Everyone will be assigned to specific peer review groups. These groups will work together throughout the semester using peer review guides to review each other's writing.

5. Gameplay Journal This will consist of a mix of personal journaling of gameplay as well as participating in various free games with the class like Minecraft.

Late assignments

Student work should be turned in at the time indicated on the syllabus and in the format designated by the instructor. Late submission of an assignment will result in the deduction of one full letter grade for each day past the due date (for example, B+ to C+).

Technical difficulties are not, generally speaking, a valid excuse for late work, nor is a pre-planned conflicting activity (travel, work, etc.).

Content Warning:

Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (debriefing with a friend, Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other online may result in dismissal from the class.

Grading scale

	A 100% to 93%	A- < 93% to 90%
B+ < 90% to 87%	B < 87% to 83%	B- < 83% to 80%
C+ < 80% to 77%	C < 77% to 73%	C- < 73% to 70%
D+ < 70% to 67%	D < 67% to 60%	E < 60%

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For essay components and larger graded assignments, you can expect feedback within 2 weeks.
- **E-mail:** I will reply to e-mails within 24 hours.
- **Discussion board:** I will check discussion boards 3 times per week.

OTHER COURSE POLICIES

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.

- **Selecting a writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to attend conscientiously to matters of grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Considering 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.
- **Citing your sources:** When we have academic discussions, please cite your sources to substantiate what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.
- **Please see the discussion board page on our Carmen course for a more thorough explanation of expectations as well as a rubric for discussion board posts.**

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have

read and understand the university's [Code of Student Conduct](http://studentconduct.osu.edu) (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

Who Can I Talk to if Have Concerns about the Course?

If you have questions about the course, please talk with your instructor first. If you still have questions, please contact Dr. Beverly J. Moss (moss.1@osu.edu), director of English 2367 courses.

The Writing Center @ Ohio State

The Writing Center offers free help with writing at any stage of the writing process for any member of the university community. During our sessions, consultants can work with you on anything from research papers to lab reports, from dissertations to résumés, from proposals to application materials. Appointments are available in-person at 4120 Smith Lab, as well as for online sessions. You may schedule an in-person or online appointment by visiting WOnline (<https://cstw.osu.edu/make-writing-center-appointment>) or by calling 614-688-4291. You do not have to bring in a piece of writing in order to schedule a writing center appointment. Many students report that some of their most productive sessions entail simply talking through ideas.

Student Advocacy Center Statement

Student Advocacy Center (as they note in their mission statement) is committed to assisting students in cutting through campus bureaucracy. Its purpose is to empower students to overcome obstacles to their growth both inside and outside the classroom, and to help them maximize their educational experience while pursuing their degrees at The Ohio State University. The SAC is open Monday-Friday from 8:00 AM – 5:00 PM. You can visit them in person at 001 Drackett Tower, call at (614) 292-1111, email advocacy@osu.edu, or visit their website: <http://studentlife.osu.edu/advocacy/> ([Links to an external site.](#))

Research Tutor Statement

If you need additional help with your research for this class, including finding articles, organizing your research, or citing your sources, you can visit the reference desk on the first floor of Thompson Library. You can also visit libanswers.osu.edu ([Links to an external site.](#)) and use the contact information there to call, email, or chat with a reference team member (please let them know you are taking English 2367).

Copyright for Instructional Materials

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.

Statement on 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 Ohio State Title IX Coordinator at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Health and safety requirements

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:
<https://mcc.osu.edu/about-us/land-acknowledgement>

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learn, 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. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. 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 Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. 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; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (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.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

Week	Dates	Topics, Readings, Assignments, Deadlines
1	1/10-1/14	<p style="text-align: center;">Welcome, Rhetoric</p> <p>Read and Review</p> <ul style="list-style-type: none"> • Syllabus • How to Post in the Discussion Board • Purdue OWL’s intro to rhetoric. Under “The Rhetorical Situation” dropdown menu, read: Rhetorical Situations, Elements of Rhetorical Situations, Text, Author and Audience, Purposes, and Setting. Please note the PPT posted under the Rhetorical Situations article: https://owl.purdue.edu/owl/general_writing/academic_writing/rhetorical_situation/index.html • <i>Academic Writer</i> – “Writing and Rhetoric,” “Developing Rhetorical Sensitivity,” and “Rhetorical Sensitivity and Kairos” <p>Complete</p> <ul style="list-style-type: none"> • Introduction post
2	1/17-1/21	<p style="text-align: center;">Cultural Studies, Video Game Culture</p> <p>Read and Review</p> <ul style="list-style-type: none"> • “What Is Video Game Culture?” PDF • <i>Video Games As Culture</i> – pages 1-12, 17-22 <p>Complete</p> <ul style="list-style-type: none"> • Discussion Board: Week 2 <p>***No Class for MLK Day January 17th</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
3	1/24- 1/28	<p style="text-align: center;">Disability Studies, Normalcy</p> <p>Read and Review</p> <ul style="list-style-type: none"> • <i>Keywords for Disability Studies</i> – “Disability” “Normal,” “Ability,” and “Ability, Disability and Dead Space” • <i>Academic Writer</i> – “Applying Rhetorical Sensitivity to Your Reading,” “Developing Critical Reading Skills,” “Reading Visual Texts” (skip quiz and questions), “Learning to Analyze Your Rhetorical Situation,” “Using Aristotle’s Appeals,” and “Analyzing Textual Conventions”
4	1/31- 2/4	<p style="text-align: center;">Normalcy continued, Analysis</p> <p>Read and Review</p> <ul style="list-style-type: none"> • “Mass Effect's, Supercrip, and the Normate Body” (Link) • OIC handout • Understanding Tropes – browse • “Video Game Tropes” https://tvtropes.org/pmwiki/pmwiki.php/Main/VideoGameTropes • “Disability Tropes” https://tvtropes.org/pmwiki/pmwiki.php/Main/DisabilityTropes • <i>Academic Writer</i> – “Understanding the Centrality of Reading to Academic Writing,” “Considering Analysis and Synthesis in the Context of Academic Community” <p>Complete</p> <ul style="list-style-type: none"> • Discussion Board: Week 4

Week	Dates	Topics, Readings, Assignments, Deadlines
5	2/7- 2/11	<p style="text-align: center;">Rhetorical Analysis</p> <p>Read and Review</p> <ul style="list-style-type: none"> • <i>Academic Writer</i> – “Mastering the Essential Moves in Academic Writing,” and “Understanding the Relationship Between Analysis and Argument” • “The Rhetoric of Video Games” (PDF) <p>Complete</p> <ul style="list-style-type: none"> • Discussion Board Week 5 – OIC paragraph • Discussion Board Week 5 – Responding to OIC paragraph
6	2/14- 2/18	<p style="text-align: center;">Disability Tropes</p> <p>Read and Review</p> <ul style="list-style-type: none"> • <i>Keywords for Disability Studies</i> – “Aesthetics” • “Disfigured Villains” article – https://www.teenvogue.com/story/disfigured-villains-dr-poison-wonder-woman <p>Complete</p> <ul style="list-style-type: none"> • Rhetorical Analysis (Due Date) • Begin Peer Reviews
7	2/21- 2/25	<p style="text-align: center;">Midway</p> <p>Read and Review</p> <ul style="list-style-type: none"> • <i>Academic Writer</i> – “Habits of Mind for Academic Research,” and “Gathering Information and Staying Organized”

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p>Complete</p> <ul style="list-style-type: none"> • Gameplay Journal Check-In • Finish Peer Reviews (Due Date) • Discussion Board: Week 7
8	2/28-3/4	<p style="text-align: center;">Inspiration/Supercrip</p> <p>Read and Review</p> <ul style="list-style-type: none"> • <i>Keywords for Disability Studies</i> – “Crip” • “Reevaluating the Supercrip” PDF • Watch – “I’m Yot Your Inspiration” video: https://www.youtube.com/watch?v=8K9Gg164Bsw
9	3/7-3/11	<p style="text-align: center;">Amassing Secondary Sources</p> <p>Read and Review</p> <ul style="list-style-type: none"> • <i>Academic Writer</i> – “Synthesizing, Writing, and Citing” <p>Complete</p> <ul style="list-style-type: none"> • Discussion Board: Week 9 • Research: Find relevant secondary sources • Bibliography
Spring Break March 14th – 18th		
10	3/21-3/25	<p style="text-align: center;">Empathy Games</p> <p>Read and Review</p> <ul style="list-style-type: none"> • <i>Video Games As Culture</i> – pages 116-117, 119-137 • “Focus, Sensitivity, Judgment, Action” – PDF

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p>Complete</p> <ul style="list-style-type: none"> • Discussion Board: Week 10
11	3/28-4/1	<p style="text-align: center;">Secondary Sources</p> <p>Read and Review</p> <ul style="list-style-type: none"> • Modeling Secondary Source Analysis <p>Complete</p> <ul style="list-style-type: none"> • Secondary Source Analysis (Due Date) • Begin Peer Reviews
12	4/4-4/8	<p style="text-align: center;">Madness</p> <p>Read and Review</p> <ul style="list-style-type: none"> • <i>Keywords for Disability Studies</i> – “Madness” • “Nobody Wins When Horror Games Stigmatize Mental Illness” article: https://kotaku.com/nobody-wins-when-horror-games-stigmatize-mental-illness-912462538 • “Procedural Monsters” (PDF) <p>Complete</p> <ul style="list-style-type: none"> • Finish Peer Reviews (Due Date)
13	4/11-4/15	<p style="text-align: center;">Representation, Diversity</p> <p>Read and Review</p> <ul style="list-style-type: none"> • “Character Diversity in Digital and Non-Digital Games” (PDF)

Week	Dates	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> • <i>Essay Structure</i> – “What, How and So What?” (PDF) • <i>Academic Writer</i> – “Strategies for Revising, Editing, and Proofreading” <p>Complete</p> <ul style="list-style-type: none"> • Discussion Board: Week 13 • Gameplay Journal Check-In
14	4/18-4/22	<p style="text-align: center;">Disability Studies, ARP</p> <p>Complete</p> <ul style="list-style-type: none"> • Discussion Board: Week 14 – Introduction Paragraph
15/ 16	4/25-5/3	<p style="text-align: center;">Finals Week</p> <p style="text-align: center;">***Finals Study Day 4/46***</p> <p>Complete</p> <ul style="list-style-type: none"> • Discussion Board: Response to Week 14 • Discussion Board: Week 15 • Reading Responses (Due Date) • Final Gameplay Journal Submission (Due Date) • Analytical Research Paper (Due Date)



Welcome to **ENGLISH 2367.08**

The U.S. Experience: Writing about Video Games

Course Theme: Representations of the Bodymind

Spring 2020 | T & Th 12:45-2:05 | Denney 316

Instructor Information

Liz or (Ms.) Miller

pronouns: she/her/hers

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office: Denney Hall 559

**open student hours (Denney 324): T,
Th: 11:00-12:45; 2:05-3:00; and by
appointment**

Please feel free to schedule meetings with me as suits your needs. I'm happy to meet in person, on campus or off, or virtually via Skype, email, etc. Phone calls are also an option.

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Welcome Note:

Please feel free to call me Liz or (Ms.) Miller. I'm a graduate student in the Rhetoric, Composition, and Literacy Studies PhD program of the English Department here at OSU. It'll be my job this semester to guide you through the steps necessary to fine tune your writing skills and move closer to your academic, professional, and personal goals, whatever they may be. I've been writing essentially my entire life, so I certainly have a lot of information to offer, but it is also my firm belief that you all will have just as much to offer each other—and to me. Therefore, this course will be a collaborative one, with all of us talking through the texts we'll be reading and all of us developing our thoughts and ideas on paper every day.

One of my areas of study in graduate school has been disability studies and what is called **Universal Design for Learning**, or UDL. This means that I am committed to designing and teaching courses that meet each and every student's individual needs. We all have different learning preferences, so please let me know how I can best accommodate you within this class. You should always feel free to contact me via whatever medium suits you (email, office hours, etc.), and I am always open to feedback. If something isn't working for you, say so. Let's figure out what works best for you.

My ultimate concern is that everyone feels comfortable with what is being asked of them in this course. To facilitate that, I encourage you to do whatever is necessary to best utilize our time together, whether that means bringing snacks or knowing when to take a moment for yourself. I only ask that we respect one another and acknowledge that we all need different things at different times.

Students who feel as though they require additional accommodations beyond what I am able to provide are encouraged to contact the **Student Life Disability Services**. Information you share with this office will be completely confidential.

Contact: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Regarding Gameplay & Access:

We will discuss how to access each of the games assigned for this course, but most will be available through the Digital Media Project (DMP) located in Denney 324. You are also welcome to use online resources such as textual or video walkthroughs and forums to assist you in completing each game. That said, ***there is an expectation that you will play each of the games in this class for some amount of time unless otherwise stated.*** However, I recognize that some of us might be new to video games, and/or may not be able to access some of the materials for this course due to skill level or ability. If you believe that playing these games will pose an issue, please speak to me ***within the first two weeks of class*** so that we may come up with alternative gameplay methods.

Mental Health Services:

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 or someone you know are 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 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.***

Instructor Note: However, as your instructor, I realize that these services are not always viable or possible options for all students. I cannot be your confidant or serve as your primary source of mental health support, but I am committed to making my courses accessible to all students. If at any time you believe I could be of help to you as you navigate this course of your college career, please do not hesitate to e-mail me or schedule an appointment for office hours.

Regarding Technology:

You are permitted to use any and all technologies that will assist you with your learning process. This could include digital technologies (i.e. phones, computers, tablets), among others. I will not check on how you use your technology; however, I do request that you ***not*** wear headphones unless asked, or disrupt the learning experiences of others in our classroom.

Note about Content and Etiquette:

We will be addressing complex social issues such as racism, classism, homophobia, transphobia, sexism, ableism, and xenophobia—among others—in our thematic readings and class discussions. Additionally, many of the games we will be playing this semester are designed to be emotionally debilitating or harrowing experiences. I will do my best to warn you if any of our class materials will be especially disturbing prior to our engagement, but I cannot always anticipate individual student reactions.

As your instructor, I am very excited to work with you in honing in your critical thinking. I believe our time together will serve you well not only during your time at OSU, but in your day-to-day interactions with others. Part of acquiring these skills, however, sometimes comes from a willingness to engage in material that may make you or your peers uncomfortable by occupying critical frameworks that run counter to your personal convictions, and thus push personal ideas that heretofore have been left unchallenged. As a teacher, I strive to be respectful of others who have experiences different than my own, and seek to be upfront and aware of my own biases; I expect the same of you as students. Please feel free to use the classroom space in whatever ways you need to ensure you can engage with these materials (which may include leaving the classroom). If you want to let me know of any concerns before a certain class, or wish to debrief on a particular lecture, do not hesitate to get in contact with me or visit me in my office hours.

Note on Classroom Location:

Buckeyelink will tell you that this course takes place in Denney 316. We will be meeting in this space regularly, but we also have access to Denney 308 for certain days of class. Please note on the syllabus which days we will be meeting in each room—I will try to post signs on the doors to remind you, but I cannot always guarantee I will remember. Additionally, note that 316 is an open space with large, moveable chairs on wheels, two television monitors, and white board, while 308 is a computer lab with both fixed and moveable desks on wheels.

Course Description & Objectives:

Course Description:

Introducing a new term for a longstanding philosophical debate in disability studies, Margaret Price (2015) offers *bodymind*: “because mental and physical processes not only affect each other but also give rise to each other—that is, because they tend to act as one, even though they are conventionally understood as two—it makes more sense to refer to them together, in a single term” (p. 269). This course will take as its focus this concept, exploring the ways in which different bodyminds are depicted in video games and the degree to which such depictions color our understandings of those bodyminds. Always keeping in mind the inexplicable linkage between the body and the mind, we will examine a mix of critical and indie successes as follows:

In this course we will examine the rhetorical work of video games, situating them within the context of our daily lives as we attempt to better understand the ways in which our culture defines the body-and-mind and how video games complicate those definitions. Examples abound of games that seek to modulate our knowledge and experiences of mental health, for better or for worse, with varying degrees of “accuracy.” Numerous games to date depict protagonists, villains, and/or minor characters with prosthetic devices, electronic implantations, or genetic modifications. While not always the case, these valences can mark disabled, queer, or racialized characters. When not the case, it's significant to examine the degree to which such characters are accurately and/or adequately represented on screen. Furthermore, disease, illness, and cancer factor into the main plots of many games. Violence and death, of course, are par for the course with many critically successful video games. This course is designed to explore the ways in which these features, so central to our lives, are represented in one of our culture's most popular media. In essence, this course works through a central question: What do video games do to our cultural understandings of the bodymind?

Learning Outcomes and Goals:

Students will build upon the skillset garnered in English 1110 (First Year Writing). These include:

- Rhetorical knowledge
- Critical thinking, reading, and writing
- Knowledge of composing processes
- Collaboration
- Knowledge of conventions
- Composing in electronic environments

We will review each of these aspects of English 1110/2367 in our first two weeks together.

In addition, by the conclusion of this section of English 2367, students should:

- Have a working understanding of video game analysis and its applications to cultural rhetorical analysis and composing.
- Have a working understanding of a disability studies framework for rhetorical analysis and video game analysis.
- Comprehend and synthesize multi-disciplinary knowledge to compose original arguments.

By the end of their second year writing course, students will have written:

- A variety of texts, including at least one researched essay, with opportunities for response and revision.
- A minimum of 5000 total words (roughly 20 total pages of written work). Electronic or other projects of equivalent rigor and substance may be included, but the primary focus of the course must be the composing of formal written work.

GE Writing and Communication-Level 2

Goals: Students are skilled in written communication and expression, reading, critical thinking, oral expression, and visual expression.

Expected Learning Outcomes:

1. Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.
2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
3. Students access and use information critically and analytically.

GE Diversity-Social Diversity in the United States

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Required Materials:

- Headphones and an external hard drive/flash drive (required if you plan to play games through the Digital Media Project).
- *Course text: **The Academic Writer: A Brief Rhetoric** by Lisa Ede, Fourth Edition.*
- A laptop, smartphone, or tablet (something that gets you onto the internet).
- All other course readings will be made available through Carmen/Canvas or through the library website.
- Access to Google Drive, including Slides, Spreadsheets, and Documents.

Note: We will be writing every day in this class in some capacity. Please bring your preferred method of writing with you to class every time we meet. You will also need to have access to all readings during each class meeting, either digitally or in hard copy.

Class Assignments/Requirements:

Games:

You need to be prepared to discuss each game in time for their respective class sessions. To facilitate our collaborative discussions, you must know the narrative of each game along with a general understanding of the mechanics of gameplay. Come prepared to discuss specific moments and themes you see emerging. You won't need to play every game in full, though you are of course welcome to do so. 😊

- *Depression Quest* (in-class only)
- *Hellblade: Senua's Sacrifice* (PS4, download)
- *BioShock* (Xbox 360, disc copy)
- *Night in the Woods* (PS4, download)
- *That Dragon, Cancer* (watch trailer in class)
- *Re-Mission 2* (in-class only)
- *World of Warcraft* Corrupted Blood incident & complementary *Sawbones* episode
- *Runescape* Falador Massacre
- *Tell Me Why* (watch trailer in class)
- *Cyberpunk 2077* (watch trailer and gameplay)
- *What Remains of Edith Finch* (PS4, download)
- *Papers, Please* (iPad app)
- *Guacamelee! 2* (PS4, download)

First Day Writing:

A low stakes assignment to help me understand where you are as a writer and what you're bringing to the course. Does not factor into your final "grade."

Mandatory One-on-One or Group Conference with Instructor:

Designed to help me get to know you and your needs better. Schedule this with me by the end of the first month of the semester.

*NOTE: This is only required for students seeking an A grade.

Informal Writings:

In-class writings, online discussion activities, and reflective assignments that help facilitate your learning in this course.

Artifact Presentation:

A chance for you to share with the class something interesting and relevant to our course theme.

Play Journals:

You are responsible for completing a 1-2 page entry for each of the games we will be playing for the course. These must be completed by the time we are ready to collectively move on to a new game.

Analytical Review:

You will synthesize observations about three of the games for class using your respective play journal entries, resulting in a 4-5 page analytical review. This review will discuss common rhetorical themes you see emerging through the games based on your time playing them, and how they relate to larger cultural representations of the bodymind. Your review will conclude with at least two questions you would like to explore further through your final project.

*NOTE: A students will be responsible for revising this essay based upon instructor feedback.

Final Project Proposal:

You will submit a 4-5 page final project proposal derived from materials in the course and your own research. What shape this project takes is up to you based on your composition needs and skillsets, but your project must fit the course theme (representations of the bodymind), justify your intended audience, purpose, and necessity/*kairos*. Ideas for this project include: a traditional academic research paper, a critical video review, a proposal for a game/prototype for a game, among others. The final product will equal or correspond to 7-8 pages of written work. You will also provide a working bibliography, with four of the resources being annotated with the major claim, evidence, bias, and applicability to the project. Please note that you can collaborate on the final project with other class mates, per instructor approval.

Mandatory Conference Two:

This may also be scheduled individually or in groups and is designed to facilitate your research and your work on your final project.

Final Project and Presentation:

You will submit your final project to me either digitally or in hard copy, and you will also be expected to give a ten-minute presentation of your work during the final two weeks of the semester.

*NOTE: A students will be responsible for revising this project based upon peer feedback.

Semester Portfolio:

You will be assembling a portfolio of your compositions throughout the semester. Your final grade for this portfolio—**and the only grade you will receive in this class**—will be determined collaboratively during a final conference. Thus, you will be justifying your final grade for the course based on how you think the portfolio **as a whole** represents your skill acquisition and development throughout the course. Throughout the semester, I will only be providing **comments** for each of your assignments. You are encouraged and welcome to revise any assignment based on my comments and those of your peers if you feel it will bolster the materials for your final portfolio.

Grading Policy:

*NOTE: The following has been borrowed and adapted from Asao Inoue's *Labor-Based Grading Contracts: Building Equity and Inclusion in the Compassionate Writing Classroom* (2019):

Consider two issues around grades. First, using conventional classroom grading of essays and other work to compute course grades often leads students to think more about acquiring grades than about their writing or learning; to worry more about pleasing a teacher or fooling one than about figuring out what they really want to learn, or how they want to communicate something to someone for some purpose. Lots of research in education, writing studies, and psychology over the last 30 or so years have shown overwhelmingly how the presence of grades in classrooms negatively affect the learning and motivation of students. [Alfie Kohn \(2011\)](#), a well-known education researcher and teacher of teachers, makes this argument succinctly. To put it another way, if learning is what we are here for, then grades just get in the way since they are the wrong goals to strive for. An "A" doesn't build a good bridge for an engineer, nor does it help a reporter write a good story, or a urban planner make good decisions for her city. It's the learning that their grades in school allegedly represent that provides the knowledge to do all that they need to. And so, how do we make sure that our goals aren't about grades in this class, but about learning to write?

Second, conventional grading may cause you to be reluctant to take risks with your writing or ideas. It doesn't allow you to fail at writing, which many suggest is a primary way in which people learn from their practices. Sometimes grades even lead to the feeling that you are working *against* your teacher, or that you cannot make a mistake, or that you have to hide part of yourself from your teacher and peers. The bottom line is, failure at writing is vital to learning how to write better. And we have to embrace our failures, because they show us the places we can improve, learn, get better—and these are the reasons we are in college! Grades on our work and writing do not allow us to productively fail. They create conditions that mostly punish failure, not reward it for the learning opportunity it can and should be.

As you might already notice, what I'm arguing for here is a different kind of classroom, and even education. [Sir Ken Robinson \(2010\)](#), a well-known education researcher, makes the argument in a TED talk that typical schooling, with grades and particular standards, is an old and mostly harmful system that we've inherited, but now needs to change. One harmful aspect of this old system is that it assumes everyone is the same, that every student develops at the same pace and in the same ways, that variation in skills and literacies in a classroom is bad. It is clear the opposites of these things are more true. For all these reasons, I am incorporating a labor-based grading contract to calculate course grades in our class.

I offer this first draft of a contract that focuses on the responsibilities we'll assume, not the things to which someone else (usually the teacher) will hold you accountable. The pedagogical shift I'm suggesting is in part a cultural one, one that I would like you to control. Therefore, we will try to *approximate* the evaluative conditions of a home studio course. That is, we will try to create a culture of support, or rather a *community of compassion*, a group of people who genuinely care about the wellbeing of each other—and part of that caring, that compassion, is doing things for each other. It turns out, this also helps you learn. The best way to learn is to teach others, to help, to serve. So we will function as collaborators, allies, as fellow-travelers with various skills, abilities, experiences, and talents that we offer the group, rather than adversaries working against each other for grades or a teacher's approval.

Do not worry. You will get lots of assessments on your writing and other work during the semester from your colleagues and me. Use these assessments (written and verbal) to rethink ideas and improve your writing and practices, to take risks, in short to fail and learn from that failing. Always know that I will read everything and shape our classroom assessment activities and discussions around your work, but you will not receive grades from me. Sometimes, I will not even comment directly on your work, except in class when we use it or discuss it. I want you not only to rely on your colleagues and yourself for assessment and revision advice, but to build strategies of self-assessment that function apart from a teacher's approval.

Therefore the default grade for the course is a "B." In a nutshell, if you do all that is asked of you in the manner and spirit it is asked, if you work through the processes we establish and the work we assign ourselves in the labor instructions during the quarter, if you do all the labor asked of you, then you'll get a "B" course grade.

An "A" course grade is just as easy to achieve in this class, provided you are willing to undertake the work and adopt the spirit of an "A" student. This means a little extra work—defined more clearly in the "Assignments" section of this syllabus—and a willingness to revise anything that does not reflect your best effort or a clear understanding of the assignment. This revision process will be negotiable and something we determine together on an individual basis to ensure that you are meeting the goals you set for yourself as well as the ones I have established for this course.

If you ever want to know "how you are doing" in terms of keeping up with the coursework, I'm more than happy to chat with you about your concerns. On the first day of the semester, I will ask you to email me the grade you strive to achieve in this course, which will serve as an official record of your intent. My feedback on your written assignments will let you know if you need to improve and where you have room to grow.

Course Policies:

Diversity and Civility:

In this discussion-based class, I welcome viewpoints from a variety of perspectives and standpoints, and I expect you to do the same. Feel free to ask questions and speak your mind, albeit in a kind and respectful manner. On most things I am an incredibly flexible instructor, but understand that ***I cannot and will not tolerate hateful or disrespectful language related to race, disability, gender, sexuality, weight, appearance, social class, etc. in my classroom.*** I expect us all to hold one another to this standard, but do not be afraid to ask questions about what constitutes hateful language and why the words we use matter.

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. Please note that as an instructor, I am a mandated reporter, meaning that any conversation you have with me regarding sexual assault or harassment is private but not confidential. Information you disclose to me related to sexual assault or harassment must be shared with the Title IX office.

Student Work:

With the exception of Daily Warm-Ups and other in-class writing, all assignments are due, either in physical paper copy or in electronic copy submitted to Carmen, at the beginning of the class meeting for which they are listed.

Instructor Note: If you are struggling with a formal assignment, I am more than happy to extend a deadline if you contact me in advance of the deadline and explain the intellectual work you're struggling with and we jointly arrive at a new deadline.

Open Revision Policy:

I am happy to offer you the opportunity to revise any assignment you complete in this course. ***Please contact me within a week after I have offered feedback on an assignment,*** and we can come up with a plan and schedule together that suits all parties and is fair to everyone in the class.

Attendance is important to the success of this class and to your development as a writer. Therefore, each unexcused absence after three will result in the lowering of your final grade by a third of a grade. Excused absences, such as those for documented illness, family tragedy, religious observance, or travel for inter-collegiate athletics, will not affect your grade. It is your responsibility to contact me as soon as possible if you miss class.

****Absences due to mental illness always count as excused. If you are struggling, let me know.***

Tardiness is disruptive to the classroom environment, and prevents you from fully participating and assimilating the information and materials discussed in class. Please respect your peers.

Class Cancellation Policy:

If class is cancelled due to emergency, I will contact you via email and request that a note be placed on the door. In addition, I will contact you as soon as possible following the cancellation to let you know what will be expected of you for our next class meeting.

Instructor Note: I reserve the right to cancel class for mental health reasons, though I do not expect that to happen more than once or twice. When this happens, the work of the class shifts in a way that offers you more time and does not entail extra effort on your part. The same is true when I need to miss class for academic conferences, though I typically keep this to a minimum.

Plagiarism is the unauthorized use of the words or ideas of another person. It is a serious academic offense that can result in referral to the Committee on Academic Misconduct and failure for the course. Faculty Rule 3335-5-487 states, "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." In addition, it is a violation of the student code of conduct to submit without the permission of the instructors work for one course that has also been submitted in fulfillment of the requirements of another course. For additional information, see the [Code of Student Conduct \(http://studentaffairs.osu.edu/resources/\)](http://studentaffairs.osu.edu/resources/).

Department & University Resources:

Writing Center:

The **Writing Center** offers free help with writing at any stage of the writing process for any member of the university community. During our sessions, consultants can work with you on anything from research papers to lab reports, from dissertations to resumes, from proposals to application materials. Appointments are available in-person at 4120 Smith Lab, as well as for online sessions. You may schedule an in-person or online appointment by visiting WCOOnline or by calling 614-688-4291. Please note that the Writing Center also offers daily walk-in hours—not appointment necessary—in Thompson Library. You do not have to bring in a piece of writing in order to schedule a writing center appointment. Many students report that some of their productive sessions entail simply talking through ideas.

Student Advocacy Center (as they note in their mission statement) is committed to assisting students in cutting through campus bureaucracy. Its purpose is to empower students to overcome obstacles to their growth both inside and outside the classroom, and to help them maximize their educational experience while pursuing their degrees at The Ohio State University. The SAC is open Monday-Friday from 8:00 AM – 5:00 PM. You can visit them in person at 1120 Lincoln Tower, call at (614) 292-1111, email advocacy@osu.edu, or visit their website: <http://studentlife.osu.edu/advocacy/>.

Research Tutor:

If you need additional help with your research for this class, including finding articles, organizing your research, or citing your sources, you can visit the reference desk on the first floor of Thompson Library. You can also visit libanswers.osu.edu and use the contact information there to call, email, or chat with a reference team member (please let them know you are taking English 2367).

Course Schedule: (Subject to change at instructor's discretion)

Week 1 (07 & 09 January):

TUESDAY

- Welcome
- Introductions
- Discussion of contract grading
- Discussion of accessibility

THURSDAY

- Beginning gameplay
- Discussion of 1110 vs. 2367: outcomes and expectations
- Syllabus "quiz"
- Introduction of Disability Studies and importance of Crip Theory
- Writing due: First Day Writing
- Reading due: Price (2014), "The Bodymind Problem and the Possibilities of Pain"

Week 2 (14 & 16 January):

TUESDAY (CLASS CANCELED for Instructor Attendance of Focusing on the First Year Conference)

- **Digital activity to be determined**

THURSDAY

- Introduction to daily warm-ups
- Setting individual course goals
- Taking stock of collective rhetorical knowledge
- Sign up for artifact presentations
- Reading due: Chapter 1 of *The Academic Writer*
- Reading due: Dolmage (2006), "Mapping Composition: Inviting Disability in the Front Door"

Week 3 (21 & 23 January):

TUESDAY

- Rhetoric and video games as multimodal compositions
- Introduction to close rhetorical analysis
- Reading due: Chapter 2 of *The Academic Writer*
- Reading due: Bogost (2008), "The Rhetoric of Video Games"

THURSDAY (meet in Denney classroom 308)

- *Depression Quest*
- Begin artifact presentations (to continue throughout the semester)
- Reading due: Chapter 3 of *The Academic Writer*

- Reading due: Tracey (2014), “Not just a game: Is it right to ‘recreate’ a disability?”

Week 4 (28 & 30 January):

TUESDAY

- What is academic writing?
- Writing warm-up on queer representation in media/video games
- *Tell Me Why* trailer (in-class)
- Reading due: Chapter 4 of *The Academic Writer*
- Reading due: Shaw (2009), “Putting the Gay in Games: Cultural Production and GLBT Content in Video Games”

THURSDAY

- Introduction of genres of writing about video games
- Reading due: Chapter 5 of *The Academic Writer*
- Reading due: Readings of video game reviews and proposals; Twitch streams and YouTube playthroughs (TBD)

Week 5 (04 & 06 February):

TUESDAY

- Cyborg theory and video games; the cyborgean bodymind
- Begin playing *BioShock* by this week
- Reading due: Haraway (1985), “A Cyborg Manifesto”
- Reading due: Kafer (2013), Chapter 5: “The Cyborg and the Crip”

THURSDAY

- More on cyborg theory
- Complete *BioShock* for discussion
- Reading due: *Cyberpunk 2077* (trailer and gameplay videos TBD)

Week 6 (11 & 13 February):

TUESDAY (Meet in Denney classroom 308)

- Begin *Hellblade: Senua’s Sacrifice* by this week
- Making and supporting claims in academic contexts
- Cancer and video games
- *That Dragon, Cancer* (watch trailer in class)
- *Re-Mission 2* (play in class)
- Reading due: Chapter 6 of *The Academic Writer*

THURSDAY

- Finish *Hellblade: Senua’s Sacrifice* for discussion
- Thinking through rhetoric in medical contexts; medical rhetorics

- Reading due: Lacina (2017), “What *Hellblade: Senua’s Sacrifice* gets Wrong about Mental Illness”

Week 7 (18 & 20 February):

TUESDAY

- Mid-semester check-in and anonymous survey
- Taking stock of things; taking a moment to breathe
- Group play of *What Remains of Edith Finch*

THURSDAY

- Immigration and the bodymind
- Complete *Papers, Please* for discussion
- Reading due: Chapter 7 of *The Academic Writer*

Week 8 (25 & 27 February):

TUESDAY

- Begin *Night in the Woods* by this week
- Discussion of multimodality (of games and in preparation for final project)
- Reading due: Chapter 10 of *The Academic Writer*
- Reading due: Yergeau et al. (2013), “Multimodality in Motion”

THURSDAY

- Finish *Night in the Woods* for discussion
- Begin thinking about what a “caring” rhetoric of video game design might look like
- Rhetorics of care
- Reading due: Chapter 7 of *The Academic Writer*
- Reading on care (TBD)
- Writing due: Analytical Review due

Week 9 (03 & 05 March):

TUESDAY

- *World of Warcraft* Corrupted Blood incident
- Final Project proposals workshop
- Reading due: Chapter 9 of *The Academic Writer*
- Reading due: *Sawbones* podcast episode: “The World of Warcraft Plague” (2019)

THURSDAY

- *Runescape Falador* Massacre incident
- What constitutes “humanity” in video games?
- Reading due: *Runescape* reading TBD
- Writing due: Final Project proposals

SPRING BREAK – NO CLASSES

Week 10 (17 & 19 March):

TUESDAY

- Return to the topic of “bodymind”
- Bodymindspirit and depictions of indigenous peoples in media/video games
- Reading due: Cariaga (2018), “Towards Self-Recovery: Cultivating Love with Young Women of Color through Pedagogies of Bodymindspirit”

THURSDAY

- Gendered and racialized bodyminds in video games
- Writing warm-up on depictions of race and gender in media/video games
- Reading due: Leonard (2003), “Live in Your World, Play in Ours’: Race, Video Games, and Consuming the Other”
- Reading due: Poor (2012), “Digital Elves as Racial Other in Video Games: Acknowledgment and Avoidance”

Week 11 (24 & 26 March):

TUESDAY & THURSDAY

- Class formally canceled due to instructor attendance at the Conference on College Composition and Communication
- By Tuesday: Complete *Guacamelee! 2* for online discussion (activities TBD)
- Reading due for Thursday: Albor (2013), “I’m Mexican. Am I Supposed to be Offended by *Guacamelee?*”

Week 12 (31 March & 02 April):

TUESDAY

- Discussion: What other video games might we have talked about?
- Free work period and in-class office hours

THURSDAY

- Free work period and in-class office hours
- Workshop of final projects

Week 13 (07 & 09 April):

TUESDAY

- Final Project presentations

THURSDAY

- Final Project Presentations

Week 14 (14 & 16):

TUESDAY

- Final Project presentations

THURSDAY

- Final Project presentations
- Final Projects due
- Course wrap-up
- Course evaluations

Week 15 (Finals):

- **Portfolios due Friday, 24 April**

Rhetorical Analysis

Rhetorical Analysis				
Criteria	Ratings			Pts
<p>Primary Source</p> <p>Writer analyzes a single primary source that is relevant to the course theme and manageable in length.</p>	<p>10 pts Full Marks</p>	<p>0 pts No Marks</p>		10 pts
<p>OIC</p> <p>Writer argues clear claims and connects claims with evidence, interpreting specific details in the text.</p>	<p>30 pts Strong</p>	<p>25 pts Some OIC</p> <p>Some OIC, but not always making clear claims, connecting claims with evidence, and/or interpreting evidence.</p>	<p>15 pts No OIC</p> <p>Writer does not identify clear details and/or does not interpret details and/or does not argue specific claims.</p>	30 pts
<p>Length and Formatting</p> <p>Writer meets minimum word requirement of 750 words. Paper should be double-spaced and include a header with name, date, and assignment title.</p>	<p>20 to >0.0 pts Full Marks</p>		<p>0 pts No Marks</p>	20 pts
<p>Disability Studies</p> <p>Writer uses a Disability Studies lens for examining the primary source. Writer demonstrates knowledge of course concepts and how to apply them.</p>	<p>25 pts Strong</p>	<p>20 pts Some demonstration</p> <p>Disability as a topic is broached, but writer does not apply Disability Studies concepts to the analysis. For example, writer mentions a disabled character, but does not analyze the character as a cultural artifact.</p>	<p>10 pts Neglects DS</p> <p>Writer does not address disability in a meaningful way in their writing.</p>	25 pts
<p>Clarity</p> <p>Writer's language is clear and polished. Details are specific. Paragraphs effectively introduce and argue specific claims.</p>	<p>15 to >12.0 pts Strong</p>	<p>12 to >8.0 pts Needs More Clarity</p> <p>Writer needs to work for greater clarity—clarity of argument, clarity of evidence and claims, proofreading, etc.</p>	<p>8 to >0 pts Lacks Clarity</p> <p>Writer needs to make significant improvement in presenting an argument and supporting it with clear details.</p>	15 pts
Total Points: 100				

Bibliography

Bibliography				
Criteria	Ratings			Pts
8-10 secondary sources	20 pts Full Marks	10 pts Missing secondary sources	0 pts No Marks	20 pts
Sources meet guidelines Sources are relevant, useful, credible, and timely. Sources are mostly argumentative.	20 to >15.0 pts Full Marks	15 to >5.0 pts Source quality Not all sources meet guidelines.	5 to >0 pts No Marks	20 pts
MLA style citations	5 pts Full Marks		0 pts No Marks	5 pts
				Total Points: 45

Secondary Source Analysis

Some Rubric				
Criteria	Ratings			Pts
<p>Minimum required elements</p> <p>4-5 pages (1,000 word minimum). 5-6 secondary sources that are relevant, useful, credible, and timely.</p>	<p>25 to >20.0 pts</p> <p>Full Marks</p>	<p>20 to >10.0 pts</p> <p>Missing some required elements</p> <p>Sources not meeting guidelines and/or short of word count</p>	<p>10 to >0 pts</p> <p>Not meeting minimum requirements</p>	25 pts
<p>Comprehension of arguments</p> <p>Writing focuses on secondary source arguments, demonstrating comprehension of arguments.</p>	<p>25 to >20.0 pts</p> <p>Full Marks</p>	<p>20 to >10.0 pts</p> <p>Not fully demonstrating comprehension</p> <p>Not demonstrating clear comprehension of arguments</p>	<p>10 to >0 pts</p> <p>Not demonstrating comprehension</p>	25 pts
<p>Secondary sources in conversation</p> <p>Writer puts secondary sources in conversation. Writer unpacks, analyzes, and makes sense of quotations.</p>	<p>25 to >20.0 pts</p> <p>Full Marks</p>	<p>20 to >10.0 pts</p> <p>Some conversation</p> <p>and/or not writing about secondary source arguments. Writing needs more conversation and more active engagement of</p>	<p>10 to >0 pts</p> <p>Writing lacks conversation</p> <p>Writing needs to implement analysis of quotations and needs to put</p>	25 pts
<p>Focused, coherent writing</p> <p>Writing demonstrates focus on key arguments relevant to the primary source rhetorical analysis (but not including text from the rhetorical analysis). Writer constructs coherent, well-developed paragraphs.</p>	<p>15 to >12.0 pts</p> <p>Full Marks</p>	<p>12 to >8.0 pts</p> <p>Needs more focus and clarity</p> <p>secondary sources</p>	<p>8 to >0 pts</p> <p>Unclear focus, lack of coherency</p> <p>sources in conversation</p>	15 pts
<p>Correct formatting</p> <p>Correct use of MLA formatting including MLA style in-text citations and an MLA works cited page. Quotations are 3 or fewer lines; any longer quotations are correctly formatted (and minimal).</p>	<p>10 pts</p> <p>Full Marks</p>	<p>5 pts</p> <p>Some formatting issues</p> <p>Relies on longer quotations too often or incorrectly formats some of the MLA citations.</p>	<p>0 pts</p> <p>Incorrect MLA formatting</p>	10 pts
Total Points: 100				

Final Essay

Some Rubric (1)

Criteria	Ratings			Pts
<p>Meets minimum requirements 2,500 words minimum. Focused analysis of a specific, approved, course-relevant primary source.</p>	<p>30 to >25.0 pts Full Marks</p>	<p>25 to >15.0 pts Not fully meeting requirements</p>	<p>15 to >0 pts Not meeting minimum requirements</p>	<p>30 pts</p>
<p>Secondary Sources 7-10 secondary sources that are useful, relevant, credible, and timely. Mostly argumentative secondary sources relevant to course theme.</p>	<p>35 to >30.0 pts Full Marks</p>	<p>30 to >15.0 pts Missing or inadequate secondary sources</p>	<p>15 to >0 pts Lacking useful secondary sources</p>	<p>35 pts</p>
<p>Developed paragraphs Each paragraph argues a clear claim. Sentences are organized to argue claim coherently using evidence. Analysis discusses cultural context and rhetorical details.</p>	<p>35 to >30.0 pts Full Marks</p>	<p>30 to >15.0 pts Paragraphs lack clear claim, evidence, or structure</p>	<p>15 to >0 pts Unclear claims and evidence throughout</p>	<p>35 pts</p>
<p>Secondary Sources in conversation</p>	<p>30 to >25.0 pts Full Marks</p>	<p>25 to >15.0 pts Limited conversation Little unpacking, applying, or conversing happening</p>	<p>15 to >0 pts Lacking conversation Sources are "dropped in," not analyzed or put in conversation</p>	<p>30 pts</p>
<p>Good scholarship Drawing on scholarship from Disability Studies and in Game Studies</p>	<p>25 to >20.0 pts Full Marks</p>	<p>20 to >15.0 pts Limited scholarship Some discussion of Disability Studies and Game Studies,</p>	<p>15 to >0 pts Lacking scholarship Limited to no scholarship relevant to DS and GS.</p>	<p>25 pts</p>
<p>MLA citations, works cited, academic conventions. Correctly formatted per MLA standards. Writing observes academic conventions like using an unbiased tone. Polished writing free of errors.</p>	<p>20 to >15.0 pts Full Marks</p>	<p>15 to >10.0 pts Errors, citation issues</p>	<p>5 to >0 pts Errors inform clarity and/or paper lacks MLA citations</p>	<p>20 pts</p>
<p>Introduction, thesis, conclusion Rhetorically effective introduction and conclusion. Complex thesis.</p>	<p>25 to >20.0 pts Full Marks</p>	<p>20 to >10.0 pts Missing some elements of effective intro and conclusion</p>	<p>10 to >0 pts Lacking intro, conclusion, complex thesis</p>	<p>25 pts</p>
<p>Total Points: 200</p>				

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title: English 2367.08 The U.S. Experience: Writing about Video Games

Carmen Use

Please consider using [ASC's distance learning course template](https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices). For more on use of Carmen: <https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices>

A Carmen site will be created for the course, including a syllabus and gradebook at minimum. YES

If no: Enter additional details if you responded no...

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them. YES

Syllabus is consistent and is easy to understand from the student perspective. YES

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module. YES

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them. NO Synchronous sessions

Additional comments (optional):
Enter any additional comments about syllabus...

Instructor Presence

For more on instructor presence: <https://teaching.resources.osu.edu/teaching-topics/online-instructor-presence>

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- Regular instructor communications with the class via announcements or weekly check-ins
- Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor
- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions
- Regular opportunities for students to receive personal instructor feedback on assignments



Please comment on this dimension of the proposed course (or select/explain methods above): **The instructor will communicate with students through weekly check-ins and announcements and provide regular instructional videos. Students must participate in weekly discussion posts and periodic peer review groups. Finally, the instructor will provide regular feedback on written assignments.**

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: <https://teaching.resources.osu.edu/toolsets>

The tools used in the course support the learning outcomes and competencies. YES

Course tools promote learner engagement and active learning. YES

Technologies required in the course are current and readily obtainable. YES

Links are provided to privacy policies for all external tools required in the course. YES

Additional technology comments: **ADDITIONAL LINKS TO INSTRUCTION FOR VIDEO PRESENTATIONS IS PROVIDED IN THE SYLLABUS.**

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.) **THE ENTIRE COURSE IS ASYNCHRONOUS. ALL ASSIGNMENTS, DISCUSSIONS, AND VIDEO GAME PARTICIPATION ARE ASYNCHRONOUS.**

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

Enter comments...

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#)

Course credit hours align with estimated average weekly time to complete the course successfully. YES

Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2. YES

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate: **SEE THE TYPICAL WEEK OUTLINE BELOW (APPROXIMATELY 5-6 HOURS OF WORK):**

WEEK FOUR

Read and Review

- “Mass Effect's, Supercrrip, and the Normate Body” (Link)



- OIC handout
- Understanding Tropes – browse
- “Video Game Tropes”
<https://tvtropes.org/pmwiki/pmwiki.php/Main/VideoGameTropes>
- “Disability Tropes”
<https://tvtropes.org/pmwiki/pmwiki.php/Main/DisabilityTropes>
- *Academic Writer* – “Understanding the Centrality of Reading to Academic Writing,” “Considering Analysis and Synthesis in the Context of Academic Community”

Complete

- Discussion Board: Week 4

In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes. YES

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#)

Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate. YES

Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included. YES

Description of any anticipated accommodation requests and how they have been/will be addressed.
THE SYLLABUS INCLUDES AN ACCESSIBILITY STATEMENT ON HOW TO REQUEST ACCOMMODATIONS WITH THE INSTRUCTOR AND THE SLDS.

Additional comments:

Enter any additional comments about accessibility...

Academic Integrity

For more information: <https://go.osu.edu/teaching-resources-academic-integrity>

The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment: YES

Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating: YES

Additional comments:

Enter additional comments about academic integrity...

Frequent, Varied Assignments/Assessments

For more information: <https://teaching.resources.osu.edu/teaching-topics/designing-assessments-student>

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation
- Variety of assignment formats to provide students with multiple means of demonstrating learning
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above): **THE FOLLOWING LIST OF ASSIGNMENTS HIGHLIGHTS THE RANGE AND FREQUENCY OF ASSIGNMENTS AND ASSESSMENTS:**

1. Analytical Research Project: a series of formal, academic writing assignments culminating in a research paper. (Rubric provided)

2. Discussion Boards: discussion board posts throughout the semester engaging with course reading(s) and writing (10 POSTS BASED ON PROMPTS) (rubric will provided to students for evaluating discussion posts)

3. Reading Responses: responses to assigned academic readings (ONE-PAGE EACH/TWO RESPONSES)

4. Peer Review (using Carmen peer review process)

5. Gameplay Journal: documenting personal gameplay (PERSONAL JOURNALING AND PARTICIPATING IN FREE GAMES)

Grading Rubric Attached

Community Building



For more information: <https://teaching.resources.osu.edu/teaching-topics/student-interaction-online>

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution)

Please comment on this dimension of the proposed course (or select methods above): **THERE WILL BE GROUP PROJECTS, PEER REVIEW, AND DISCUSSION POSTS WHICH PROVIDE OPPORTUNITY FOR INTERACTION.**

Enter comments, 1-3 sentences...

Transparency and Metacognitive Explanations

For more information: <https://teaching.resources.osu.edu/teaching-topics/supporting-student-learning-your>

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course
- Context or rationale to explain the purpose and relevance of major tasks and assignments
- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress

Opportunities for students to provide feedback on the course

Please comment on this dimension of the proposed course (or select methods above): **THE COURSE ASSIGNMENTS ARE SCAFFOLDED IN SUCH A WAY THAT STUDENTS WILL SEE HOW ASSIGNMENTS BUILD ON PREVIOUS ONES TO MOVE THEM THROUGH THE COURSE. THIS SCAFFOLDING, ALONG WITH EXPLANATIONS FROM THE INSTRUCTOR, ENGAGE STUDENTS IN METACOGNITIVE AND METACOMMENTARY ACTIVITIES. IN ADDITION, DISCUSSION BOARD POSTS PROVIDE STUDENTS THE OPPORTUNITY TO REFLECT ON ASSIGNMENTS AND THEIR WRITING PROCESSES.**

Additional Considerations



Comment on any other aspects of the online delivery not addressed above:
Enter any additional considerations...

Syllabus and cover sheet reviewed by Jeremie Smith on 9/24/2021.

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.