

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

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)
- ENGL_2367.08_DL_CoverSheet.docx: ASC Distance Approval Cover Sheet Revised
(Other Supporting Documentation. Owner: Lowry, Debra Susan)
- ENGL_2367.08_DL_Syllabus.docx: Online Syllabus Revised
(Syllabus. Owner: Lowry, Debra Susan)

Comments

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

Cover sheet/review by Jeremie Smith attached.

Response to 11/18/21 feedback: The panel is correct that we somehow left out the online lecture videos. The discussion board prompts are tethered to those lecture videos. We definitely have 9 total contact hours per week (and of those 9, 3 of them are via "direct" instruction).

We removed the "GE Diversity: Social Diversity in the U.S." language.

We plan to employ CarmenCanvas's "Peer Review" feature when we assign peer review activities. We've revised the syllabus to include links to a helpful video that demonstrates how to use Carmen's Peer Review functionality. *(by*

Lowry, Debra Susan on 11/19/2021 02:22 PM)

- Please see Panel feedback email sent 11/18/2021. *(by Hilty, Michael on 11/18/2021 06:29 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)

COURSE CHANGE REQUEST
2367.08 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
11/30/2021

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
Revision Requested	Hilty, Michael	11/18/2021 06:29 PM	ASCCAO Approval
Submitted	Lowry, Debra Susan	11/19/2021 02:22 PM	Submitted for Approval
Approved	Lowry, Debra Susan	11/19/2021 02:23 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/30/2021 10:48 AM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/30/2021 10:48 AM	ASCCAO Approval



SYLLABUS

ENGLISH 2367.08 (DL)

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 (or equiv.)

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.

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 (in CarmenCanvas)	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. All peer review activities will be facilitated using CarmenCanvas's Peer Review functionality. Students should [view this video](#) for more specific instructions on how to use Carmen's Peer Review features.

- **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:

- Rhetorical Analysis:** 3-5 page focused analysis of a video game of your choosing
- Bibliography:** amassing numerous relevant sources
- Secondary Source Analysis:** 4-5 page analysis of secondary sources that speaks to the concepts in your rhetorical analysis
- 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. We will rely on [CarmenCanvas's Peer Review tool](#) for this.

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>Introductions and the Rhetorical Situation</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 • Selections from <i>Academic Writer</i> <ul style="list-style-type: none"> ○ “Writing and Rhetoric,” ○ “Developing Rhetorical Sensitivity,” and ○ “Rhetorical Sensitivity and Kairos” <p>Watch</p> <ul style="list-style-type: none"> • Weekly video lecture (fully captioned) and complete this week’s discussion board prompt <p>Write and Respond</p> <ul style="list-style-type: none"> • Discussion Board: Introductions
2	1/17-1/21	<p>Cultural Studies, Video Game Culture</p> <p>Read and Review</p> <ul style="list-style-type: none"> • “What Is Video Game Culture?” PDF • Video Games As Culture – pages 1-12, 17-22 <p>Watch</p> <ul style="list-style-type: none"> • Weekly video lecture (fully captioned) and complete

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p>this week's discussion board prompt</p> <p>Write and Respond</p> <p>Discussion Board: Week 2</p> <p>***No Class for MLK Day January 17th</p>
3	1/24- 1/28	<p>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” <p>Watch</p> <ul style="list-style-type: none"> • Weekly video lecture (fully captioned) and complete this week's discussion board prompt <p>Write and Respond</p> <p>Discussion Board: Week 3</p>
4	1/31- 2/4	<p>Normalcy (continued)</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/Disability

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p><u>Tropes</u></p> <ul style="list-style-type: none"> • <i>Academic Writer</i> – “Understanding the Centrality of Reading to Academic Writing,” “Considering Analysis and Synthesis in the Context of Academic Community” <p>Watch</p> <ul style="list-style-type: none"> • Weekly video lecture (fully captioned) and complete this week’s discussion board prompt <p>Write and Respond</p> <p>Discussion Board: Week 4</p>
5	2/7- 2/11	<p>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>Watch</p> <ul style="list-style-type: none"> • Weekly video lecture (fully captioned) and complete this week’s discussion board prompt <p>Write and Respond</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>Disability Tropes</p> <p>Read and Review</p> <ul style="list-style-type: none"> • Keywords for Disability Studies – “Aesthetics” • “Disfigured Villains” article – https://www.teenvogue.com/story/disfigured-villains-dr-poison-wonder-woman <p>Watch</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> • Weekly video lecture (fully captioned) and complete this week's discussion board prompt <p>Write and Respond</p> <ul style="list-style-type: none"> • Rhetorical Analysis (Due Date) • Begin Peer Reviews in Carmen
7	2/21- 2/25	<p>Mid-semester Check-Ins</p> <p>Read and Review</p> <ul style="list-style-type: none"> • Selections from <i>Academic Writer</i> – <ul style="list-style-type: none"> ○ “Habits of Mind for Academic Research,” and ○ “Gathering Information and Staying Organized” <p>Watch</p> <ul style="list-style-type: none"> • Weekly video lecture (fully captioned) and complete this week's discussion board prompt <p>Write and Respond</p> <ul style="list-style-type: none"> • Gameplay Journal Check-In • Finish Peer Reviews in Carmen (Due Date) • Discussion Board: Week 7
8	2/28- 3/4	<p>Inspiration/Supercrip</p> <p>Read and Review</p> <ul style="list-style-type: none"> • Keywords for Disability Studies – “Crip” • “Reevaluating the Supercrip” PDF <p>Watch</p> <ul style="list-style-type: none"> • Watch – “I’m Yot Your Inspiration” video: https://www.youtube.com/watch?v=8K9Gg164Bsw • Weekly video lecture (fully captioned) and complete this week's discussion board prompt <p>Write and Respond</p> <ul style="list-style-type: none"> • Discussion Board: Week 8

Week	Dates	Topics, Readings, Assignments, Deadlines
9	3/7- 3/11	<p>Amassing Secondary Sources</p> <p>Read and Review</p> <ul style="list-style-type: none"> • <i>Academic Writer</i> – “Synthesizing, Writing, and Citing” <p>Watch</p> <ul style="list-style-type: none"> • Weekly video lecture (fully captioned) and complete this week’s discussion board prompt <p>Write and Respond</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>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 <p>Watch</p> <ul style="list-style-type: none"> • Weekly video lecture (fully captioned) and complete this week’s discussion board prompt <p>Write and Respond</p> <ul style="list-style-type: none"> • Discussion Board: Week 10
11	3/28- 4/1	<p>Secondary Sources</p> <p>Read and Review</p> <ul style="list-style-type: none"> • Modeling Secondary Source Analysis <p>Watch</p> <ul style="list-style-type: none"> • Weekly video lecture (fully captioned) and complete this week’s discussion board prompt <p>Write and Respond</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> • Secondary Source Analysis (Due Date) • Begin Peer Reviews in Carmen
12	4/4-4/8	<p>Madness</p> <p>Read and Review</p> <ul style="list-style-type: none"> • Keywords for Disability Studies – “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>Watch</p> <ul style="list-style-type: none"> • Weekly video lecture (fully captioned) and complete this week’s discussion board prompt <p>Write and Respond</p> <ul style="list-style-type: none"> • Finish Peer Reviews in Carmen (Due Date)
13	4/11-4/15	<p>Representation, Diversity</p> <p>Read and Review</p> <ul style="list-style-type: none"> • “Character Diversity in Digital and Non-Digital Games” (PDF) • <i>Essay Structure</i> – “What, How and So What?” (PDF) • <i>Academic Writer</i> – “Strategies for Revising, Editing, and Proofreading” <p>Watch</p> <ul style="list-style-type: none"> • Weekly video lecture (fully captioned) and complete this week’s discussion board prompt <p>Write and Respond</p> <ul style="list-style-type: none"> • Discussion Board: Week 13 • Gameplay Journal Check-In

Week	Dates	Topics, Readings, Assignments, Deadlines
14	4/18- 4/22	<p>Disability Studies, ARP</p> <p>Watch</p> <ul style="list-style-type: none"> • Weekly video lecture (fully captioned) and complete this week's discussion board prompt <p>Write and Respond</p> <ul style="list-style-type: none"> • Discussion Board: Week 14 – Introduction Paragraph
15/ 16	4/25- 5/3	<p>Finals Week</p> <p>***Finals Study Day 4/26***</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)

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](#). 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 6 HOURS INDIRECT INSTRUCTION AND 3 HOURS OF DIRECT INSTRUCTION):**

WEEK FOUR

Read and Review (6-7 hours)



- **“Mass Effect's, Supercrip, and the Normate Body”** (16-page article in Carmen)
- **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>
- **Selections from *Academic Writer***
 - **“Understanding the Centrality of Reading to Academic Writing,”**
 - **“Considering Analysis and Synthesis in the Context of Academic Community”**

Watch (1 hour)

- **Weekly video lecture (fully captioned) and complete this week’s discussion board prompt**

Write and Respond (1-2 hours)

- **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.