

Term Information

Effective Term Spring 2023
Previous Value Spring 2022

Course Change Information

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

We propose that English 2367.08 satisfy the new GE Theme Lived Environments

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

English 2367.08 will satisfy the new GE Theme Lived Environments by exploring a range of perspectives on the interactions and impacts between humans and the various kinds of environments in which humans live in the context of Game Studies.

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 and Virtual Worlds
Previous Value *The U.S. Experience: Writing About Video Games*
Transcript Abbreviation Wrtn: 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
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
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

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: 1110.
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); Lived Environments

Previous Value

*General Education course:
Level 2 (2367)*

Course Details

Course goals or learning objectives/outcomes

- Students engage in critical conversations about video games, develop analytical writing skills, grow in digital literacy, and learn to adopt an analytical approach study of video games and the imaginative and represented environments they depict.

Previous Value

- *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

- 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
09/28/2022

Attachments

- ENGL-2367.08 GE_Proposal and Syllabus(1) (2).docx: Proposal and Syllabus
(Syllabus. Owner: Lowry, Debra Susan)
- English 2367.08 ELOs(1) (2).pdf: ELOs Lived Environments
(Other Supporting Documentation. Owner: Lowry, Debra Susan)
- 2367_08 Cover Letter.docx: Letter explaining revisions
(Other Supporting Documentation. Owner: Hewitt, Elizabeth A)
- English 2367-08 Draft Syllabus Highlighted.pdf: Syllabus (highlighted changes)
(Syllabus. Owner: Hewitt, Elizabeth A)

Comments

- Please see Panel feedback email sent 04/08/2022. *(by Hilty, Michael on 04/08/2022 02:27 PM)*
- English 2367.08 is approved for permanent DL offering effective SP22. *(by Lowry, Debra Susan on 01/20/2022 09:49 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Lowry, Debra Susan	01/20/2022 10:04 AM	Submitted for Approval
Approved	Lowry, Debra Susan	01/20/2022 10:04 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/01/2022 01:50 PM	College Approval
Revision Requested	Hilty, Michael	04/08/2022 02:27 PM	ASCCAO Approval
Submitted	Hewitt, Elizabeth A	08/06/2022 10:08 AM	Submitted for Approval
Approved	Hewitt, Elizabeth A	08/06/2022 10:08 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/28/2022 12:24 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/28/2022 12:24 PM	ASCCAO Approval

August 3, 2022

Dear Lived Environments Reviewing Committee:

Please find attached the revised submission of GE materials for English 2367.08, “Writing about Video Games and Virtual Worlds,” including a revised submission Lived Environments Theme proposal and a new syllabus. We have made all the changes suggested by the reviewing faculty panel as we understood them. The major changes in the syllabus are highlighted in yellow. We have included two copies of the theme proposal, including a Google doc version with revisions highlighted.

Specific changes

First Requested Change:

- The reviewing faculty ask that either the chart explaining the GE Goals, ELOs, and how the course fulfills them be removed and replaced with the standard GE Goals, ELOs, and a brief paragraph or two explaining how the course will fulfill the ELOs or modify the column in the table that presents how the course addresses the Theme specific ELOs. The statements don’t include clear links to human-environment interactions – they are overly vague and confusing to the reviewing faculty. It was not clear what the focus of the course was in fact. The reviewing faculty felt the activities and approaches and general course topic was a good fit, but a better match between the application describing the activities and the syllabus is needed.

Department Response:

Note the language added to the General goals that provides a clear link to human-environment interactions. See, for example, “

This course defines video games and virtual worlds as texts that: allow humans to experience various scenarios of environmental change, explore a range of perspectives on the interactions and impacts between humans and one or more types of environment, and develop an understanding of lived environments by making connections to out-of-classroom experiences with academic knowledge “

as an example of the specific statements that identify the focus of the course and the connection between writing about games, human interaction and lived environments. You will note that this focus is made more visible and clearer in ELO 1.1’s discussions of specific assignments. Each assignment is clearly linked to the goals it meets.

Second Requested Change:

- The Panel asks that more assignments be added to the course that deliberately and intentionally intersect with the GE Theme category. The writing assignments seem to reflect on these

interactions but the Panel highly suggests adding additional clarity and providing more emphasis on how these assignments will meet the ELOs of the Theme category.

Department Response

The attached syllabus is a completely new syllabus with assignments that focus clearly and intentionally on the Lived Environments theme. The highlighted language in the syllabus provides the intentionality that the committee requested. The syllabus spells out how this course will address the GE theme and addresses how the assignments meet ELOs for Lived Environments. One example is a brief explanation of the discussion board assignment: “the discussion boards serve as an opportunity for you to reflect, throughout the course, on your growing understanding of video games as lived environments, gaming culture, and the complexities these productions contain as fictional-interactive texts.”

Third Requested Change

- The reviewing faculty ask that the GE Generic Theme Goals and ELOs be added to the syllabus, per a requirement of General Education courses by the College of Arts and Sciences. The Generic GE Theme Goals and ELOs are as follows:
 - Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.
 1. ELO 1.1: Engage in critical and logical thinking about the topic or idea of the theme.
 2. ELO 1.2: Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
 - Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
 1. ELO 2.1: Identify, describe, and synthesize approaches or experiences as they apply to the theme.
 2. ELO 2.2: Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Department Response

On pages 4 and 5 of the syllabus, the Generic Theme Goals and ELOs, as presented in the reviewing faculty committee’s requested changes, were added.

Fourth, Fifth, and Sixth Requested Changes

- The reviewing faculty ask that the instructor remove the language stating that the default grade of the course is a “B”, as that is not consistent with the definition used for credit hours. For a 3-hour course, a student must engage with 3 hours of direct instruction and 6 hours of out-of-classroom work to receive a final letter grade of “C”.
- The reviewing faculty ask that references to the Quarter system in the syllabus be removed.
- The reviewing faculty recommend updating the Title IX statement to be the most up-to-date, as Kellie Brennan is no longer the Title IX coordinator. The Title IX statement can be found on the ASC Curriculum and Assessment Services website at: <https://ascas.osu.edu/curriculum/syllabus-elements>.

Department Response

All of these changes were addressed in the new syllabus.

We are happy to answer any questions about the re-submitted materials.

Sincerely,

Beverly J. Moss

English 2367.08:
The U.S. Experience: Writing About Video Games
Location · Days and Times (Tuesday/Thursday for this example)

Instructor: Instructor Name, pronouns
Email: [linked instructor email](#)

Office Hours:
Office Location, Times

You will be expected to read the textbook and supplemental articles posted on Carmen.

Readings provide:

- Research and writing techniques
- Content and background for your assignments
- Opportunities for participation
- Credit for discussion posts and journals

Required Texts and Materials

Who Says? By Deborah H. Holdstein and Danielle Aquiline. Third Edition. Oxford University Press. ISBN 9780197525494. **Required.**

Primary and supplementary readings made available online and through Carmen.

OSU email account and flash drive (or cloud storage) to save and store work.

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“Well met, adventurer. You seem like a curious sort who enjoys the finer things. Permit me to thrust upon you my latest masterwork, years in the making. I think you’ll find it well worth your time and money. First, a warning: here there be monsters!” – Volothamp Geddarm, *Volo’s Guide to Monsters*.

Course Format

This course will meet two times per week in Location. On a typical week, the following structure will apply to our readings and in-class activities:

Tuesdays: Following discussion board posts which will be due on Monday, Tuesdays will typically focus on discussing our course theme readings, analyzing primary sources during class, and applying what we learn in our readings during in-class activities.

Thursdays: Since most of our major assignments will be due on the weekends, Thursdays will be the time set aside for discussing writing and research techniques, including engagement with our *Who Says?* textbook readings. Thursdays will also often be the day for peer review workshops and in-class work on our major writing assignments.

Running the Adventure (Preparing for Class)

To prepare for our class, you'll want to start by reading our syllabus. You'll also need the *Who Says?* textbook as one of your core rulebooks.

This syllabus contains information about course policies, basic descriptions of our major assignments, and includes a detailed week-to-week calendar. Please review the syllabus carefully before running the adventure!

Most Active Carmen Pages

Carmen Modules / Home Page: Our Carmen Home page defaults to displaying our Modules page. All readings, weekly checklists, and assignments will be displayed on this page, and this is reflected in our Syllabus as well. If updates are needed, adjustments will be made on Modules and announced during our in-person class.

Announcements: Important updates will be announced in Announcements. Announcements are displayed on our Home page and can also be accessed via the Announcements tab.

Files: You can find a full list of PDF readings, handouts, PowerPoints, and other materials available under files.

Discussions: The full list of discussion boards is available here. These are also linked on Modules and under assignments.

Assignments: The full list of assignments is available here. These assignments are also linked on Modules under the week that they are due.

Grades: You can see your current grade for the class here. If you ever notice anything that seems off about your class grade, please do not hesitate to contact me. If I am still working on grades for an assignment, you will see a message that says the grade is currently muted and unavailable.

Story Overview

English 2367.08 is an advanced writing class with a focus on game studies. Each English 2367 instructor chooses the course theme for the course, which further refines the focus on game studies.

Course Theme: Roleplaying Games: Analyzing the History of Roleplaying Games from H.G. Wells' *Little Wars*, TTRPGs, and modern video games.

Game Studies

Our course will address theories in game studies, with the focus of our analysis being tabletop and digital roleplaying games. Students will interrogate virtual lived environments through an analysis of character development and creators, plot and story, NPCs and party interactions, narrative structures, gameplay mechanics, worldbuilding and more. Our approach will be to look at all gameplay and story choices as *intentional* and *rhetorical*. For example, while Gary Gygax defended D&D as being neutral “make-believe,” fantasy and science fiction has a history of reproducing and reinforcing systemic oppressions.

Exclusionary Histories and Revised Approaches

Since the release of the latest Dungeons and Dragons' sourcebook, *Tasha's Cauldron of Everything*, some have applauded Wizards of the Coast for moving beyond the racist, ableist, and sexist origins of many of their source books, while others have argued that D&D's adjustments to character building is only driven by the marketplace. D&D, many mainstream TTRPGs and video games have a fraught history, with imaginary worlds

and scenarios often not deviating from white supremacist, oppressive, colonial realities. While indie developers, progressive streamers, and countless other creators, GMs, and players have taken significant steps towards separating their own tabletop and video games from this problematic history, still others continue to perpetuate harmful imagery or gameplay.

Adventure Hooks

The structure of this class will give students the opportunity to investigate how TTRPG sourcebooks, streams / podcasts, actual play performances, and video games reinforce or reject harmful stereotypes and violent discriminatory practices in virtual lived environments. Students will be able to analyze all aspects of TTRPGs and video games, including gameplay, mechanics, worldbuilding, plot, character creation, NPCs, and other narrative structures.

Utopian Speculations in Game Redesign

How do we imagine decolonized, accessible, non-discriminatory game worlds? What influence does the past of roleplaying games have on possible futures for roleplaying game development?

2367.08 can be taken for credit towards the undergraduate game studies minor. Please see the [game studies minor overview](#) for more information.

Course Description and Objectives

In this three-hour, 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 English 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.

This course contextualizes video games and their virtual worlds, alongside other popular role-playing games (RPGs) as lived environments. This course defines video games and virtual worlds as texts that: allow humans to experience various scenarios of environmental change, explore a range of perspectives on the interactions and impacts between humans and one or more types of environment, and develop an understanding of lived environments by making connections to out-of-classroom experiences with academic knowledge. Additionally, this course gives you the opportunity to delve into the rapidly growing field of video game studies and academically explore these artifacts through issues relating to humans and their lived environments (both objectively and subjectively). You will engage in critical and logical thinking by reflecting on prior experiences and assumptions through academic discourse to build awareness of individual, cultural, and environmental representation within video games and virtual worlds. By the end of this course you will have conducted an in-depth study of video games as lived environments and explored a range of perspectives on and representations of those environments, as per the GE goals and expected learning outcomes below.

The assignments in this course explore and address GE **Lived** Environments goals and expected learning outcomes. Additionally, assignments are:

- Scaffolded – writing, research, and reading build up skills and content for your final paper.
- Multimodal – assignments offer various ways to present information.

GE: Lived Environments—Goals and Expected Learning Outcomes

As a course fulfilling a Theme GE, this course has the following goals:

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

ELO 1.1: Engage in critical and logical thinking about the topic or idea of the theme.

ELO 1.2: Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1: Identify, describe, and synthesize approaches or experiences as they apply to the theme.

ELO 2.2: Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

The **Lived Environments** theme is intended to enable students to explore issues related to humans and their lived environments through both objective and subjective lenses inclusive of physical, biological, cultural and aesthetic space that individuals and groups occupy, and the relationship between humans and these environments.

Goal 1: Successful students will analyze “Lived Environments” at a more advanced and in-depth level than in the Foundations component.

ELO 1.1 Engage in critical and logical thinking about the topic or idea of lived environments.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of lived environments.

Goal 2: Successful students will integrate approaches to understanding lived environments by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to lived environments.

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.

Goal 3: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g., agricultural, built, cultural, economic, intellectual, natural) in which humans live.

ELO 3.1 Engage with the complexity and uncertainty of human-environment interactions.

ELO 3.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space.

Goal 4: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

ELO 4.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.

ELO 4.2 Describe how humans perceive and represent the environments with which they interact.

ELO 4.3 Analyze and critique conventions, theories and ideologies that influence discourses around environments.

Additional Learning Outcomes

1. Rhetorical Knowledge

- Analyze argumentative strategies and persuasive appeals.
- Employ appropriate argumentative strategies and persuasive appeals in their writing.

2. Critical Thinking, Reading, and Writing

- 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 Process

- Recognize that writing is a flexible, recursive process that typically involves a series of activities, including generating ideas and text, drafting, revising, and editing.
 - Understanding 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

- 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. Minimum Course Requirements

- 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, “low-stakes” assignments, such as journals, reading responses, and in-class efforts.

Revising is a key component of this class. Writing is a process, and our strongest writing results from talking about our writing, revisiting writing, refocusing and reconsidering arguments, etc. rather than seeing writing as the “product.”

Please Note: The points listed above indicate just some of the objectives that will guide your learning in this course. Students should also identify and set their own goals as students and as citizens who will write in and for various communities throughout their lives.

Rules as Written (Course Policies)

This small room is filled with computers and desks. The seating is cramped. The dull, neutral tones of the walls and floors close the space in further. One of the windows is opened just enough to let a pleasant breeze enter the room.

The Classroom: At OSU, you've encountered classroom spaces before – of different shapes, orientations, and seating capacities. Sometimes, when we enter a new classroom with a new instructor, it's difficult to predict what we might encounter. In my classroom, I want us to speculate about an ideal learning environment, one where you feel supported, encouraged, and safe to practice what you're learning. I want us all to consider the following questions as we enter this space for the first time:

- What could be an ideal classroom situation for you?
- How do you learn best?
- What has worked well for you in past classes?
- When do you feel most comfortable?
- What can I do as an instructor to help you with your own learning goals?

Accessibility: Your instructor is committed to making this course accessible to all students. Please feel free to contact her to discuss your learning needs, or any aspects of the course that could be made more accessible, such as class material, resources, or activities. Even if you do not have a documented disability, remember that you can receive support outside of class during office hours and that university services like the Writing Center are available to all students. If a student cannot afford groceries, are unable to access sufficient food to eat every day, or lack a safe and stable place to live, please contact the Dean's Office of Undergraduate Education for support as soon as possible. Furthermore, if you are comfortable doing so, please notify your professor to help get connected with local resources.

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

with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

Students with documented disabilities who have registered with **the Office of Student Life Disability Services** will be appropriately accommodated and should inform the instructor as soon as possible of their needs. SLDS is located in 098 Baker Hall, 113 W. 12th Ave; Tel.: 614-292-3307; VRS: 614-429-1334; Email: slds@osu.edu; Web: slds.osu.edu

Diversity: Students in my classroom are expected to be mindful and respectful of their fellow students' perspectives, backgrounds, and identities, including but not limited to race, religion, socioeconomic background, gender, sexual orientation, ability, and health. I welcome open discussion and ask that if a student has questions about something that comes up in class, they should email me or talk to me during office hours. Making intentionally derogatory statements about identity groups is unacceptable, and students who infringe on this policy will be required to meet with me to discuss their behavior.

Academic Honesty: 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/>).

In most cases, plagiarism occurs because a student is in a rough place with time commitments, grades, etc. If you are feeling like you are in a tough situation, contact me rather than risk plagiarizing.

Please email me concerning missing work or class absences; in most cases, I will excuse the absence – life happens! However, excessive missed classes or late work will affect your participation and success in class. These late work and attendance policies as written will stand if there is no communication from the student.

Whether it's a missed class or a missed gaming session, you're going to miss out on some important information or activities. Your party is depending on you! **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 your instructor as soon as possible if you miss class. **It is program policy that nine unexcused absences will automatically result in failure for the course.**

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

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

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 Greenville and the forced removal of tribes through the Indian Removal Act of 1830. As a land grant institution, 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.

Major Assignments, Assessment, and Grading

As a student of 2367.08 you are asked to participate in higher-level writing assignments that incorporate different mediums and audiences, contextualizing video games as lived environments and representations of larger social issues. You will additionally critically analyze, discuss, and evaluate video games and virtual worlds through role playing performances in online and in-person environments. Taken together, these assignments support the belief that academic research writing involves much more than learning to write grammatically; it also requires us to inquire into and learn about the rhetorical and cultural expectations that come with writing for particular audiences in an academic setting—and thus enter into a “conversation of ideas” in the scholarly community. By the end of the semester, you will have learned an advanced repertoire of video game studies by finding, evaluating, and linking cutting-edge research discussing larger social topics such as gender and sexuality, disability studies, and the environment.

Major Research Project: “Creating an Analytical Adventure Campaign”

Skills: Identification of appropriate primary sources for analysis, accessing university library databases, application of analytical frameworks and rhetorical methods, analysis of primary sources and secondary sources, synthesis of multiple critical viewpoints into new interpretations, critical thinking on topics that analyze environments and humans within them, thesis development, composing process, style and grammar, composing in multimodal environments, revision practices, peer response.

Part 1: “Roll a History Check: Researching RPGs and TTRPGs”

- Collaborative Annotated Bibliography
- *Research Component:* Students will work together to contribute to a collaborative annotated bibliography (at least 2 secondary sources). All students will contribute two secondary sources on some aspect of gaming studies with annotations to our group bibliography.
- The collaborative annotated bibliography is an opportunity for you and your colleagues to work together to contribute to a bibliography which would include summaries of each of your sources, justifications for the inclusion of the source in your essay, and descriptions of why this source is useful for your argument. We will work together in a collaborative document, where your source contributions will add to a growing list of resources gathered by you and your colleagues. This assignment asks you to utilize and develop your research skills, using OSU’s library databases to identify credible sources. These sources will serve as the foundational scholarship on which we will build our discourse surrounding video games and their environments.
- **Total:** 50 points

The annotated bibliography not only is a good practice to engaging with your resources but collaborating together with your colleagues provides a possible list of resources for future writing assignments.

Part 2: “A Sage Background: Exploring the Scope of the Field”

- Literature Review
- *Research Component*: Students will begin incorporating secondary source materials (at least 4 secondary sources) to support their understanding of game studies more broadly, its connection to a social issue or lived environment, and their analysis of their primary source / artifact. They will show a growing understanding of not only the scholarly conversation around their topic, but also begin to make connections between this conversation and the rhetorical impact of their artifact.
- The Literature Review asks students to begin articulating not only their understanding of game studies more broadly, but also what scholarship will inform and connect to their own engagement with the field and the analysis of their artifact. Students may also choose to begin applying their analysis of their artifact as part of our grading contract. The review should reflect on the kinds of changes in video game studies and virtual environments that will transform representations for a more socially just world.
- Components:
 - Literature Review (at least 2 pages): formal writing which focuses on demonstrating connections between your research, the scope of the field, and your research topics.
 - **Total**: 50 points

While the annotated bibliography will give you and your colleagues a chance to begin engaging with your sources, the literature review allows you to demonstrate the connections between your sources and your larger research topic.

Part 3: “(Not a) Performance Check: Writing as a Party”

- Brainstorming Presentation and Peer Review
- *Research Component*: Students will pitch some of their ideas and interests for their research project this semester. Students will begin gathering a series of research questions that explore games as lived environments, and will have the opportunity to dig into initial research (at least 4 secondary sources). Students’ preliminary brainstorming will show a starting engagement with analyzing their primary sources as well as the scholarly conversation. Students will share their brainstorming presentation with their peers and receive / offer feedback on their initial proposals.
- Components:
 - Formal Presentation (4-5 minutes): describes your possible plans for research, your artifact, while also building on your literature review and contributions to the annotated bibliography.
 - Peer Review: offering responses to your colleagues’ formal presentations and offering suggestions about your possible plans.
 - **Total**: 100 points

The formal presentation gives you an opportunity to present your in-progress research and propose your potential research focus for the semester. This includes possible arguments and points of analysis. Your focus may change, and you should keep your minds open to how these initial discussions will change over the course of the semester. You must rethink ways in which you present your research; how is a formal paper different from a presentation?

Part 4: “Roll for Investigation: Analyzing Role-Playing Artifacts”

- Analytical Paper (4-5 pages)
- **Research Component:** Students will begin incorporating secondary source materials (at least 5 secondary sources) to support their analysis of their primary source / artifact. They will show a growing understanding of not only the scholarly conversation around their topic, but also begin to make connections between this conversation and the rhetorical impact of their artifact.
- The Analytical Paper asks students to begin analyzing their selected artifact. Artifacts can include texts (excerpts from video games, campaign books, TTRPG rules, etc.); streams, live shows, or recorded actual play; or a focused analysis of a smaller component of brands, companies, etc. Specific examples of artifacts will be provided in class and on Carmen, and you are welcome to discuss any and all possibilities and interests you may have.

While your brainstorming presentation addresses the potential scope of your project for the course, the analytical paper focuses on one component of that larger project: the analysis of an artifact.

- Components:
 - Workshop and Peer Responses: Students will be asked to post an excerpt from their artifact to Carmen along with their initial analysis. Peers will then add their own analysis and offer feedback.
 - Analytical Paper (4-5 pages) (150 points): formal, analytical paper focusing on the analysis of your artifact.
 - **Total:** 150 points

Part 5: “Roll for Persuasion: Analytical Interventions”

- Argumentative Analytical Paper (8-10 pages)
 - **Research Component:** Students will be asked to analyze an artifact and its interactions with game studies as lived environments. Students will apply this analysis to larger conversations of contemporary social issues and environments, such as perspectives of race, gender, sexuality, class, ability, technology, etc., represented through the video game platform. Their paper should articulate a researched, original argument, integrating at least 7 secondary sources.
 - The Argumentative Analytical Project will 1) analyze an artifact and its interactions with game studies and topics of their choice, and 2) articulate a researched, original argument using close-reading and analysis of their primary source as evidence.
 - Components:
 - Workshop and Peer Responses: following the feedback guides, providing your colleagues with

The Argumentative Analytical Project should illustrate the application of your experience so far in 2367.08. Your paper should show engagement with:

- Course readings and content
- Writing as a process – revision strategies and activities.
- Scholarly research and joining a conversation
- Game studies, close-reading of video game lived environments, and diversity.

responses to their papers, including suggestions of different avenues they might consider for their research, new avenues of analysis, or different arguments to consider.

- Argumentative Analytical Project (8-10 pages) (200 points): formal composition which thoroughly addresses the analysis of your artifact and your argument.
- **Total:** 200 points

Part 6: “How Do You Want to Do This?: RPGs, Redesigned”

- Multimedia Project
- *Research Component:* While research is not a required component of the multimedia project, students will be encouraged to use secondary sources as justifications for their design decisions for their creative project. **The creative project should, ultimately, reflect students’ understanding of and perspectives on a social issue and lived environment.**
- Students will consider ways in which to apply their semester-long research into a creative, multimodal project. Students will *create* of a visual and/or auditory supplement to your analysis. In some way, this creative project would demonstrate what you’ve learned throughout the semester about game studies, RPGs, and the analysis your primary source / artifact. This creative project would, in some ways, reimagine your analysis in a new medium, such as designing a video game or tabletop campaign. Students will write an informal supplement to explain their design decisions for the creative project.

The multimedia project can take a number of forms; you should consult with your professor about your plans for the project, and she will guide you. Be creative!

- Components:
 - Multimedia Project: the visual and/or auditory project, created by the student.
 - Justification Essay (at least 3 pages): the informal essay which describes the student’s choices and why
 - **Total:** 200 points

Informal Writing Assignments and Participation

Discussion Boards

Discussion boards are used by the professor, fellow classmates, and students to share initial impressions about class readings. You may choose to post to the discussion board, send your impressions via email to your instructor, or discuss with your professor an alternative way to share. **The discussion boards serve as an opportunity for you to reflect, throughout the course, on your growing understanding of video games as lived**

environments, gaming culture, and the complexities these productions contain as fictional-interactive texts.

You may prefer to participate in class in various ways. Do not hesitate to have a conversation with your professor about the possibilities for participation in this course.

- Discussion Boards: posting one takeaway and one question from the readings. Responding to your colleagues' questions. Discussion boards will be due weekly and can cover any of the readings throughout the week. There are a total of 15 discussion boards for the semester, but students need to only complete 10 for full credit.
Total: 150 points

Collaborative Notetaking

Students will help each other by taking and sharing notes once per semester. We will talk at the beginning of the semester about how to take notes. The importance of this

By having us share collaborative notes, you will be able to see and learn about new notetaking methods as well as have better access to the discussions we have in class.

task is to not only provide an additional avenue for participation, but to also practice notetaking skills. This assignment is an opportunity for you to share what you have found analytically and rhetorically about issues identified when exploring lived environments through video games and virtual worlds.

- Collaborative Notetaking: once per semester, posting notes on our class discussions, synchronous class meetings, readings, and important announcements.
Total: 50 points

In-Class Participation

Participating in class can include taking notes, participating in discussion, working in groups, completing activities, listening attentively, asking questions, and taking notes.

Our class will be very hands-on in our analytical approach to TTRPGs and video games. Students will be expected to participate in our class and come prepared for our discussions and activities. While participation is an expected component of any class, students who take on an active role in our classroom will benefit your overall grade.
Total: 50 points

Please Note: You will receive more instruction and handouts regarding writing exercise assignments, major papers, peer review, and other assignments, generally, the completion of which will be essential to your success as writers in this course and beyond. Should you ever have questions about anything—this syllabus, this class, basic or any other requirements—do not hesitate to ask.

Assessment and Grading

You will complete several assignments for this course, some of which will be weighted differently. Final grades for this course will be determined as follows:

Project	Points	Percentage	Total
Scaffolded Formal Writing Assignments			
Collaborative Annotated Bibliography	50	5%	75%
Literature Review	50	5%	
Brainstorming Presentation / Peer Review	100	10%	
Analytical Paper	150	15%	
Argumentative Analytical Paper	200	20%	
Multimedia Project	200	20%	
Informal Writing Assignments and Participation			
Discussion Boards	150	15%	25%
Collaborative Notetaking	50	5%	
In-Class Participation	50	5%	

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%

Assignment Submission & Late Work: All assignments will be due on the day and time specified by the course outline (electronic copies). For each calendar day a paper is late, starting immediately after the stated deadline, the grade on that paper will be reduced by a full letter grade (e.g., from a “B” to a “C” to a “D” to an “E”). The course instructor will provide students with additional information about all assignments in class and through Carmen (OSU’s course management technology). Although the instructor is open to offering extensions on assignments, requests for extensions must be submitted via email at least 24 hours before the assignment is due, and requests may be denied as per the instructor’s best judgment. Students, therefore, should always prepare to have their assignments completed by the deadline.

Please never hesitate to ask for an extension on an assignment. Most assignments’ deadlines can be extended, except for presentations, workshops, and the final assignment of the semester.

Writing and Student Resources

Community Resources: Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to use the different resources on campus and in the community. We encourage you to use the following services. (Due to Covid-19, in-person services may have changed).

- Buckeye Food Alliance
<https://www.buckeyefoodalliance.org/>
- Food Pantry Lincoln Tower, Suite 150, 1800 Cannon Drive, 614-688-2508
(Sundays, Tuesdays, Wednesdays from 6-8 pm, Fridays 12-3; Check as times may vary)
- Hands On Central Ohio <https://www.211centralohio.org/> (Housing and Utility Assistance, Food Pantries, Emergency Clothing, Furniture, Disaster Services)
Dial 2-1-1 or 211centralohio.org
- Homeless Hotline: 1-888-4-SHELTR
- Foodline: 614-341 2282 (Phone), 614-702-7772 (Text)
- Ohio Benefit Bank Assistance applying for Medicaid, SNAP, WIC, HEAP & other programs
Email CSW-OBB@osu.edu to ask questions or set up an appointment.

This is only a beginning list of possible resources. Please contact me if you encounter anything this semester that negatively impacts you. If I cannot personally assist, I can work to find someone who can.

Research Help in Thompson Library

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).

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 or by calling 614-688-4291. (For spring 2022, the Writing Center will conduct both in-person and virtual appointments. Please schedule through WOnline.) 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.

Beverly Moss is the **Director of Advanced Writing** at Ohio State. You can reach her at moss.1@osu.edu.

Writing Programs Contact

Any conflicts regarding instructors, students, and Writing Programs can be mediated by Dr. Beth Hewitt, the Director of Undergraduate Studies, and Dr. Beverly Moss, the Director of Advanced Writing. You may contact Dr. Hewitt by emailing hewitt.33@osu.edu and/or Dr. Moss by emailing moss.1@osu.edu.

The 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/>

OSU Counseling and Consultation Services is able to see students on an urgent basis during most hours of the business day from 9-5pm. You can reach them at (614) 292-5766. 24-hour crisis services include NetCare Access (614) 276-2273 and OSU Hospital Emergency Department (614) 293-8333.

Campaign Overview (Weekly Course Schedule)

Course Outline: This schedule gives due dates for most assignments and activities, but it does not list every one. Keep in mind, then, that the schedule is not chiseled in stone. If we need more time to complete at task, we will—within reason—take it. All changes to the schedule will be reflected and announced on Carmen. **As a reminder, this schedule is to keep you on track for the readings and major due dates for assignments.**

Week, Class Activities/Objectives, Assignments Due

Week 1	•	•
Introduction to the Course: “You Start in a Tavern.”		
Tuesday	<p>Required <i>Who Says?</i> Readings:</p> <ul style="list-style-type: none"> Chapter One: What is Information? 	<p>Class Plan:</p> <ul style="list-style-type: none"> Introduction to the Course Discussion of Syllabus and Course Policies Introduction to Role-Playing Games. In-Class Activity
Thursday	<p>Required Thematic Readings:</p> <ul style="list-style-type: none"> “The Evolution of the RPG” by Aaron Birch “History & Evolution of RPGs” by FilmComicsExplained 	<p>Class Plan:</p> <ul style="list-style-type: none"> Discussion of the History of RPGs and TTRPGs. Finding Artifacts, Research Suggestions. In-Class Activity. <p>Assignments:</p> <ul style="list-style-type: none"> Discussion Post Due Monday, August 30.
Notes on Week 1		
Week 2	•	•
War Games and Modern Video Games		
Tuesday	<p>Required Thematic Readings:</p> <ul style="list-style-type: none"> "The Wargame Legacy: How Wargames Shaped the Roleplaying Experience from Tabletop to Digital Games" by Dimitra Nikolaidou Read/Skim <i>The Player’s Handbook</i>. 	<p>Class Plan:</p> <ul style="list-style-type: none"> Introduction to Dungeons and Dragons, TTRPGs. In-Class Activity. Introduction to Collaborative Annotated Bibliography Assignment.
Thursday	Required Thematic Readings:	Class Plan:

	<ul style="list-style-type: none"> • “Genre and game studies: Toward a critical approach to video game genres” by Thomas Apperley <p>Required <i>Who Says?</i> Readings:</p> <ul style="list-style-type: none"> • Chapter Five: The Wikipedia Problem: Evaluating and Trusting Sources in a Digital Age 	<ul style="list-style-type: none"> • Introduction to online resources and research methods. • Tertiary vs. Secondary vs. Primary sources. • Quest: Find different kinds of sources. In-Class Activity. <p>Assignments:</p> <ul style="list-style-type: none"> • Discussion Post Due Tuesday, September 07.
Notes on Week 2		
Week 3	•	•
Worldbuilding, Characters, and Narrative Studies		
Monday	No Classes – Labor Day	
Tuesday	<p>Required Thematic Readings:</p> <ul style="list-style-type: none"> • “Worldbuilding in Role-Playing Games” by Karen Schrier, Evan Torner, and Jessica Hammer • Read/Skim <i>The Dungeon Master’s Guide</i>. 	<p>Class Plan:</p> <ul style="list-style-type: none"> • Introduction to Literature Review assignment. • Discussion of worldbuilding in <i>The Dungeon Master’s Guide</i>. • Discussion of world building, character development, and storytelling.
Thursday	<p>Required Thematic Readings:</p> <ul style="list-style-type: none"> • “The Importance of Character Design in Digital Games” by Cheyenne Webb <p>Required <i>Who Says?</i> Readings:</p> <ul style="list-style-type: none"> • Chapter Six: What Counts and Why? Finding and Engaging Sources 	<p>Class Plan:</p> <ul style="list-style-type: none"> • Introduction to Character Creation. In-Class Activity. • Continued work with research and finding resources. <p>Assignments:</p> <ul style="list-style-type: none"> • “Roll a History Check: Researching RPGs and TTRPGs” Collaborative Annotated Bibliography (2 sources) Due on Sunday, September 12.

		<ul style="list-style-type: none"> • Discussion Post Due Monday, September 13.
Notes on Week 3		
Week 4	•	•
Dice and Button Inputs, “What are the Rules?”		
Tuesday	Required Thematic Readings: <ul style="list-style-type: none"> • “Playing by the Rules: instruction and acculturation in role-playing games” by Bryn Neuenschwander • “The Semiotics of the Game Controller” by Johan Blomberg 	Class Plan: <ul style="list-style-type: none"> • “Explaining a Board Game” by Aunty Donna • Discussion of Game Mechanics, Rules, and Inputs.
Thursday	Required Thematic Readings: <ul style="list-style-type: none"> • Read/Skim <i>The Player’s Handbook</i>, looking specifically for “rules.” • “How to Play Dungeons and Dragons” by Dungeons and Dragons. Required Who Says? Readings: <ul style="list-style-type: none"> • Chapter Seven: Yours, Mine, and Ours? Integrating Resources 	Class Plan: <ul style="list-style-type: none"> • Analyzing Game Design. In-Class Activity. • The “Rules” of Academic Writing and Citation • Review integrating sources, introducing research, quoting, paraphrasing, summarizing. Assignments: <ul style="list-style-type: none"> • “A Sage Background: Exploring the Scope of the Field” Literature Review Due on Sunday, September 19. • Discussion Post Due Monday, September 20.
Notes on Week 4		
Week 5	•	•
“Dungeons and Dragons Teaches that Diversity is a Strength”		
Tuesday	Required Thematic Readings: <ul style="list-style-type: none"> • “D&D Must Grapple With the Racism in Fantasy” by Cecilia D’Anastasio • Read/Skim <i>The Monster Manual</i> 	Class Plan: <ul style="list-style-type: none"> • Introduction to Racist, Sexist, and Ableist Histories in RPGs. In-Class Activity.

		<ul style="list-style-type: none"> • Introduction to Brainstorming Presentation
Thursday	<p>Required Thematic Readings:</p> <ul style="list-style-type: none"> • Choose one of the article options available on Carmen. Bring notes and ideas to discuss. <ul style="list-style-type: none"> ○ “Playing With Prejudice: The Prevalence and Consequences of Racial Stereotypes in Video Games” by Melinda Burgess, Karen Dill, S. Paul Stermer, Stephen Burgess, and Brian Brown. ○ “Decolonizing the Dungeon: Gatekeeping” by Nick Masyk ○ “The Player and the Avatar: Performing as Other” by Anelise Farris ○ "The Power of Play: The Portrayal and Performance of Race in Video Games" by Anna Everett and S. Craig Watkins ○ "Blackless Fantasy: The Disappearance of Race in Massively Multiplayer Online Role-Playing Games" by Tanner Higgin <p>Required Who Says? Readings:</p> <ul style="list-style-type: none"> • Chapter Four: Who Cares? Identifying the Problem 	<p>Class Plan:</p> <ul style="list-style-type: none"> • Small group / full group discussion of diversity or discrimination in video games and TTRPGs. • Creation and identification of research questions. <p>Assignments:</p> <ul style="list-style-type: none"> • Discussion Post Due Monday, September 27.
Notes on Week 5		
Week 6	•	•
Decolonizing D&D and “Non-Combat Encounters”		
Tuesday	<p>Required Thematic Readings:</p> <ul style="list-style-type: none"> • “Redesigning the Tabletop: Queering Dungeons and Dragons” by Lee Hibbard • “Decolonization and Integration in D&D” by Graeme Barber 	<p>Class Plan:</p> <ul style="list-style-type: none"> • Discussion of non-combat encounters in TTRPGs and RPGs. <i>Disco Elysium</i> and <i>Animal Crossing</i>.
Thursday	Required Thematic Readings:	Class Plan:

	<ul style="list-style-type: none"> Choose one of the article options available on Carmen. Bring notes and ideas to discuss. <ul style="list-style-type: none"> "Reimagining Disability in Role-Playing Games" by Elsa S. Henry. "D&D Disability Mechanics" by sleepyspoonie "Ridding Your Monsters of Ableism" by Fay Onyx "Respectfully Depicting a Character Adapting to a Disability" by Fay Onyx "Play with us however you roll: combat wheelchair rules for D&D 5e" by Sally Davis <p>Required Who Says? Readings:</p> <ul style="list-style-type: none"> Chapter Nine: What's Appropriate? Citing Sources and Citation Formats Part of Chapter Ten: What Now? Revising, Presenting, Reviewing 	<ul style="list-style-type: none"> Creating Accessible Presentations Accessible Gameplay <p>Assignments:</p> <ul style="list-style-type: none"> "(Not a) Performance Check: Writing as a Party" Brainstorming Presentation and Peer Review Due on Sunday, October 3. Discussion Post Due Monday, October 4.
Notes on Week 6		
Week 7	•	•
Dungeons and Dragons and Discrimination		
Tuesday	<p>Required Thematic Readings:</p> <ul style="list-style-type: none"> "The Misogyny at the Core of Our Hobby" by Michael Wolf. "Privilege, Power, and Dungeons & Dragons: How Systems Shape Racial and Gender Identities in Tabletop Role-Playing Games" by Antero Garcia. 	<p>Class Plan:</p> <ul style="list-style-type: none"> Discussion of gender and sexuality in video games and TTRPGs. Introduction to Analytical Paper.
Thursday	<p>Required Thematic Readings:</p> <ul style="list-style-type: none"> "Check Your Inventory: A Critique of Hypermasculinity and Creative Potential in Video Games" by Kevin Thomas Kincaid. "Activision Blizzard: How a 'frat house' workplace led to a sexual harassment lawsuit" by Owen Good. 	<p>Class Plan:</p> <ul style="list-style-type: none"> Analytical labeling – examining secondary sources and close-reading with evidence. In-Class Activity. <p>Assignments:</p> <ul style="list-style-type: none"> Discussion Post Due Monday, October 11.

	Required <i>Who Says?</i> Readings: <ul style="list-style-type: none"> Chapter Eight: Now I Have Evidence: Writing and Crafting Your Research 	
Notes on Week 7		
Week 8	•	•
Workshop and Peer Review		
Tuesday	Required <i>Who Says?</i> Readings: <ul style="list-style-type: none"> Chapter Three: But You Said This Was Collaborative: Plagiarism 	Class Plan: <ul style="list-style-type: none"> Workshop for Analytical Paper Assignments: <ul style="list-style-type: none"> Discussion Post Due Monday, October 19.
Thursday	No Classes – Fall Break	
Notes on Week 8		
Week 9	•	•
“Into the Motherlands”: Afrofuturism and BIPOC (Players of Color)		
Tuesday	Required Thematic Readings: <ul style="list-style-type: none"> “Into the Motherlands” Excerpt “Diversity and Dungeons & Dragons” by Wizards of the Coast 	Class Plan: <ul style="list-style-type: none"> Discussion of diversity in digital and tabletop gaming.
Thursday	Required Thematic Readings: <ul style="list-style-type: none"> “We Are the Caretakers is an indie game where you save a rhino-like species from poachers” by Stephany Nunneley. “Afrofuturism Explained: Not Just Black Sci-Fi” by Inverse. Required <i>Who Says?</i> Readings: <ul style="list-style-type: none"> Chapter Two: Says Who? The Writer’s Authority, the Writer’s Voice 	Class Plan: <ul style="list-style-type: none"> Identifying authorial voice. Practicing primary source analysis and company communication. In-Class Activity. Assignments: <ul style="list-style-type: none"> “Roll for Investigation: Analyzing Role-Playing Artifacts” Analytical Paper Due Sunday, October 24. Discussion Post Due Monday, October 25.

Notes on Week 9		
Week 10	•	•
Adventures in Analysis		
Tuesday	Required Thematic Readings: <ul style="list-style-type: none"> Review the submitted excerpts and take notes for our collaborative analysis of artifacts. 	Class Plan: <ul style="list-style-type: none"> Students will submit excerpts from their own artifact, and we'll discuss them and analyze them in class together.
Thursday	Required Thematic Readings: <ul style="list-style-type: none"> Review the submitted excerpts and take notes for our collaborative analysis of artifacts. 	Class Plan: <ul style="list-style-type: none"> Students will submit excerpts from their own artifact, and we'll discuss them and analyze them in class together. Assignments: <ul style="list-style-type: none"> Discussion Post Due Monday, November 1.
Notes on Week 10		
Week 11	•	•
In-Class Research Practices		
Tuesday	Required Thematic Readings: <ul style="list-style-type: none"> Choose one of the "Reverse Design" texts to skim: Half Life, Final Fantasy VI and/or Diablo II 	Class Plan: <ul style="list-style-type: none"> Discuss the "reverse design" in the context of analysis and argument. Researching Arguments. In-Class Activity.
Thursday	Required <i>Who Says?</i> Readings: <ul style="list-style-type: none"> Chapter Ten: What Now? Revising, Presenting, Reviewing 	Class Plan: <ul style="list-style-type: none"> Practicing revisions strategies (labeling, reverse outlines, cutting, etc.). Assignments:

		<ul style="list-style-type: none"> • Discussion Post Due Monday, November 8.
Notes on Week 11		
Week 12	•	•
Workshop and Peer Review		
Tuesday	Required Thematic Readings: <ul style="list-style-type: none"> • Reading through colleagues' drafts, reflections, and questions. 	Class Plan: <ul style="list-style-type: none"> • Discussion of questions, drafts, and reflections. In-class preparation for Argumentative Analytical paper. Assignments: <ul style="list-style-type: none"> • “Roll for Persuasion: Analytical Interventions” Argumentative Analytical Paper Due Sunday, November 14. • Discussion Post Due Monday, November 15.
Thursday	No Classes – Veterans Day	
Notes on Week 12		
Week 13	•	•
Indie Interventions: Becoming Creators		
Tuesday	Required Thematic Readings: <ul style="list-style-type: none"> • “Indie RPGs show roleplaying can - and should - be far more than Dungeons & Dragons” by Sharang Biswas. • Choose an indie game and dig into it! Come to class with notes and ideas. 	Class Plan: <ul style="list-style-type: none"> • Introduction to Multimedia Project. • Discussion of your investigations in indie / freelance work.
Thursday	Required Thematic Readings: <ul style="list-style-type: none"> • “The Future of Diversity and Inclusion in Video Games” by Nicola Dall’asen. 	Class Plan: <ul style="list-style-type: none"> • Continued discussion of indie games – mechanics, development, diversity, etc.

	<ul style="list-style-type: none"> Choose a different indie game and dig into it! Come to class with notes and ideas. 	Assignments: <ul style="list-style-type: none"> Discussion Post Due Monday, November 22.
Notes on Week 13		
Week 14	•	•
Creative Innovations in Games		
Tuesday	Required Thematic Readings: <ul style="list-style-type: none"> Come prepared to talk about different design programs, and options for the multimedia project. Offer feedback on your colleagues' multimedia drafts. 	Class Plan: <ul style="list-style-type: none"> Brainstorming Workshop for Multimedia Project. Assignments: <ul style="list-style-type: none"> Discussion Post Due Monday, November 29.
Thursday	No Classes – Thanksgiving Break	
Notes on Week 14		
Week 15	•	•
Games as Performative Entertainment		
Tuesday	Required Thematic Readings: <ul style="list-style-type: none"> Choose one of the chapters from <i>Watch Us Roll</i>. “Setting the digital stage: Defining game streaming as an entertainment experience” by Jih-Hsuan Tammy Lin, Nicholas Bowman, Shu-Fang Lin, Yen-Shen Chen. 	Class Plan: <ul style="list-style-type: none"> Discussing actual play and streaming. Analysis of actual play / streaming session. In-Class Activity.
Thursday	Required Thematic Readings: <ul style="list-style-type: none"> Choose one stream or actual play performance. Bring notes / ideas to discuss. 	Class Plan: <ul style="list-style-type: none"> Analysis of actual play / streaming session, especially as it relates to fandom and entertainment. In-Class Activity. Assignments: <ul style="list-style-type: none"> Discussion Post Due Monday, December 6.
Notes on Week 15		

Week 16	•	•
Reflections and Wrapping Up		
Tuesday	Required Thematic Readings: <ul style="list-style-type: none"> Review your choice of reading or artifact from this semester. 	Class Plan: <ul style="list-style-type: none"> Reflection on the semester. In-Class Activity. Discussion of final projects, questions, or concerns.
Thursday	No Classes – Final Exams	
Week 17	•	•
Final Presentation		
Tuesday	How Do You Want to Do This?: RPGs, Redesigned” Multimedia Project (4-5 pages) Final Assignment Due by 11:59 p.m. Important for graduating students: Grades are due by 5:00 p.m. on December 16. Therefore, no extensions can be requested beyond this time.	
Thursday	Final Assignment Due by 11:59 p.m. Important for non-graduating students: Grades are due by 11:59 p.m. on December 20. Therefore, no extensions can be requested beyond this time.	
Notes on Week 17		

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course. .

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the 1

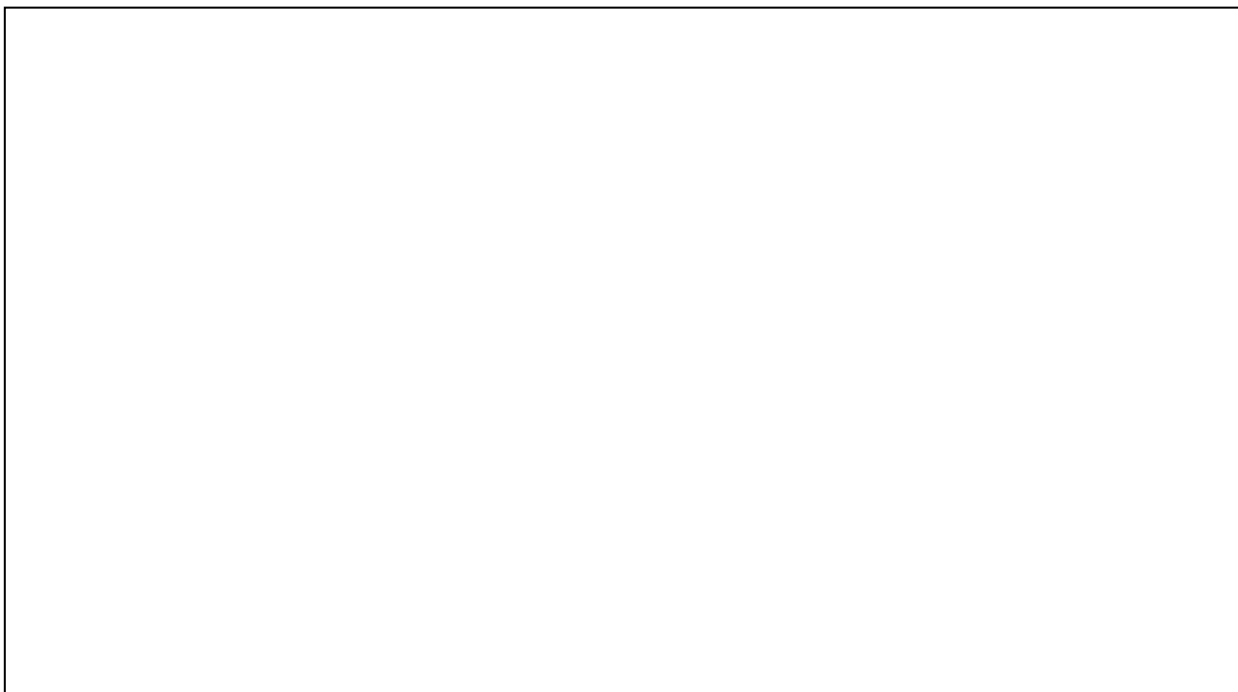
In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)



ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)



Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

Specific Expectations of Courses in Lived Environments

GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.

ELO 1.1 Engage with the complexity and uncertainty of human-environment interactions. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

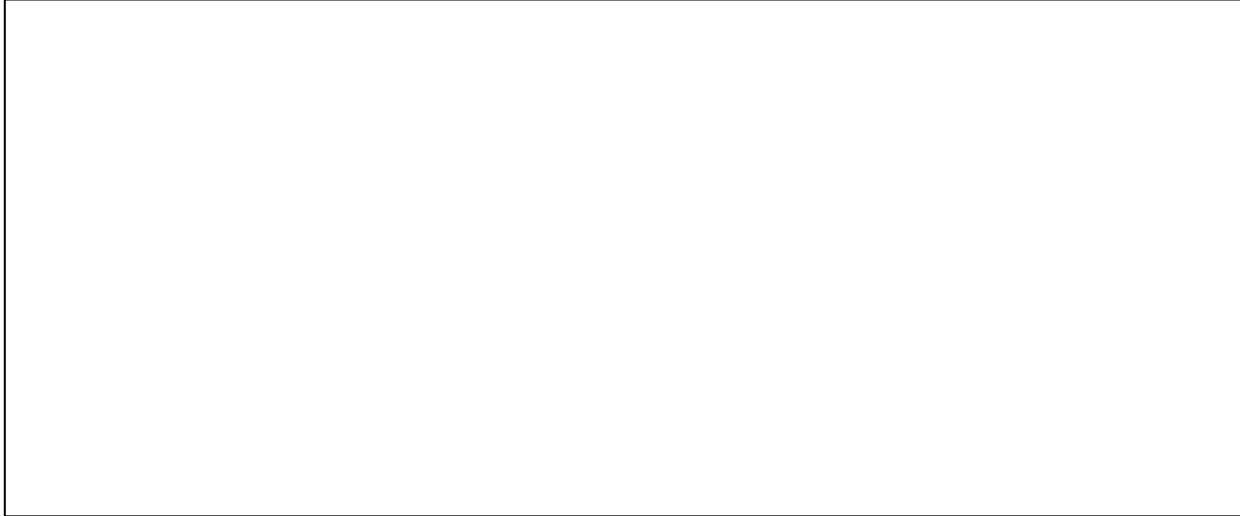
GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

ELO 2.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Describe how humans perceive and represent the environments with which they interact. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

ELO 2.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

A large, empty rectangular box with a thin black border, intended for the student to write their response to the ELO prompt. The box is currently blank.