Course Syllabus

Division: Administrative and Organizational Studies

Program Area: Instructional Technology

Course #: IT 4145

Course Title: Digital Games for Learning

Section #/CRN: 903/29301

Term/Year: Winter/2014; January 6 – April 29, 2014

Course Location: Macomb Community College, South Campus; Building C, Room 129

Day/Time: Wednesdays 5:30 – 8:15 p.m.

Instructor: Tamme Quinn Grzebyk

Office Address: 365 Education Building, Wayne State University

Office Hours: Wednesdays by appointment

Cell #: 734-320-0000

e-mail: tammequinn@gmail.com

Course Description

This course presents those insights about game design and development that can result in increased engagement and learning. Students develop a learning game in a studio environment (Prereq: IT3115).
Course Outcomes

1. Evaluate your experience with a variety of digital games
2. Design effective digital games
3. Develop one or more digital games
4. Test and revise digital games based on learner feedback and other data
5. Write a rationale for instructional and media decisions

Required Text(s):


Course Assignments:

**Game Development App Review**
The purpose of this assignment is for you to fully review a game development application to help you clarify why it might be a fit for your development needs. This exercise will also help peers best determine the best tools for their use.

**Digital Game Review**
The purpose of this assignment is for you to develop some familiarity with the various ways in which digital games for learning are utilized. For this assignment you will identify a digital game and review the app for the class.

**Reading Review**
On a periodic basis, each student will present a review of a specific reading from the required texts. The purpose of this exercise is to offer varied perspectives of the readings. Grades for reading reviews are based on quality of content. Each will be weighted equally. Late reading reviews will not be graded, but late completion will allow you to level up to next assignment.

**Homemade PowerPoint Game**
PowerPoint is nearly ubiquitous software tool and PowerPoint games are already a familiar to many, though usually in the form of already existing games (such as Jeopardy) that can be modified by the user. This project is designed to have students use a low-tech form of game design to quickly proceed through the game design process. Students will build a homemade PowerPoint Game. The game should be easy for others to play, easy for other teachers and students to modify or customize, and provide a good integration of the content.

**Digital Learning Game**
Students will create a digital game. The purpose of this assignment is for students to complete the game design process from beginning to end. The game can be created using any platform and can be delivered using any digital medium (e.g., CD Rom, computer program, online, mobile app, etc.). In addition to a working game, students will present a design document that outlines the various stages of the development of their game and the specific design decisions that they made.

**Reflective Blogging**
Reflective blogging is to be completed through the Wordpress blogging platform. There will be multiple prompts during the semester, generally one to two prompts per week. Students will post entries, largely based upon the weekly readings. Students will also be required to read and reply to each other’s blog entries with thoughtful and thought-provoking comments. The purpose of this activity is for you to reflect on your own opinions and experiences, along with relating those to the literature that you are reading and the discussions that we have in class. Grades for reflective blogging are based on submission and quality of content. Each will be weighted equally. Late reflective blogging will not be graded, but late completion will allow you to level up to next assignment.

Deadlines for weekly reflective blogging entries are as follows: You must complete your initial blog by Sunday night prior to class. Your responses to and discussion with your peers should be complete by Tuesday night.

**Class Policies:**

*Campus Computer/Network Usage*

Careful and ethical use of computing resources is the responsibility of every user. Students need to be aware of the fact that they will be held to a standard of accountability for how they use computers at WSU. Wayne State University’s Acceptable Use Policy can be found at this link [http://www.doso.wayne.edu/images/pdf/information-technology.pdf](http://www.doso.wayne.edu/images/pdf/information-technology.pdf)

*Incomplete Policy*

The mark of "I" (Incomplete) is given to a student when s/he has not completed all of the course work as planned for the term due to an unexpected and/or unforeseen event that occurs in the student’s life. In addition when there is, in the judgment of the instructor, a reasonable probability that the student will complete the course successfully without again attending regular class sessions.

University grading policy states that a written contract should be signed by the student and instructor, specifying all work to be completed. In order to alleviate questions about incomplete courses and to assist students and instructors, the Office of the Registrar has prepared a template Contract for Completion of Incomplete Coursework. You can find the template contract at [http://reg.wayne.edu/pdf-forms/incomplete.pdf](http://reg.wayne.edu/pdf-forms/incomplete.pdf).

*Assignment Submission*

All assignments are due prior to class on the date indicated. You are encouraged to align your course work with your work situation. When selecting a basis for all your activities and assignments, consider using real work situations and applications that are relevant to the (a.) grade/subject you teach, (b.) grade/subject where you’re most experienced, or (c.) professional area where you’re most experienced. This will make the coursework more relevant, useful and practical. It will also promote transfer of the skills taught in the course to your given workplace. **You must note; however, that all work must be original! You cannot reuse other assignments from previous courses or projects.**
Up to 20% of the value on any assignment may be deducted for poor quality writing and/or production. All must be electronic. Care should be taken not only with spelling, punctuation, and grammar; but also with elements of organization, composition, layout, and style. Further guidance on writing can be found through the WSU Writing Center, which is further described later in this document.

The nature of this class requires that each assignment be completed, submitted (and be accepted as highly satisfactory) before the next assignment may be submitted.

**Plagiarism:**

Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you're in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments.
## Class Schedule

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics/ Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>1/8 – 1/14</td>
<td>Class and Team Introduction&lt;br&gt;Introduction to games&lt;br&gt;&lt;br&gt;&lt;br&gt;<strong>Blog Assignment 1 Due Sunday (12th)/Tuesday (14th): Post and Discussion</strong></td>
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<td>2</td>
<td>1/15 – 1/21</td>
<td>Introduction&lt;br&gt;A. Why digital games?&lt;br&gt;B. What does gaming have to do with learning?&lt;br&gt;Games and Learning&lt;br&gt;A. The science of learning&lt;br&gt;B. How can you learn from a game?&lt;br&gt;&lt;br&gt;&lt;br&gt;<strong>Reading:</strong> Gee (2007b) – Introduction, Chapter 1, 4 &amp; 5&lt;br&gt;Gee (2007a) – Chapter 1 &amp; Appendix&lt;br&gt;&lt;br&gt;<strong>Assignment Due:</strong> Review and Present Preferred Game Development Apps&lt;br&gt;&lt;br&gt;<strong>Blog Assignment 2 Due Sunday (19th)/Tuesday (21st): Post and Discussion</strong></td>
</tr>
<tr>
<td>4</td>
<td>1/29 – 2/4</td>
<td>Low Tech Game Development&lt;br&gt;A. Identify low-tech game narrative and charters&lt;br&gt;B. Develop low-tech game&lt;br&gt;Joyce&lt;br&gt;&lt;br&gt;<strong>Reading:</strong> Barbour, M. K., Thomas, G. B., Rauscher, D. &amp; Rieber, L. P. (in press). Homemade PowerPoint games: Preparing the next generation of teachers to use creative design activities in the classroom. In A Hirumi (Ed.), Digital video games for PreK-12 education: Engaging learners through interactive entertainment. Washington, DC: International Society for Technology in Education.&lt;br&gt;&lt;br&gt;<strong>Assignment Due:</strong> Homemade PowerPoint Game&lt;br&gt;&lt;br&gt;<strong>Blog Assignment 4 Due Sunday (2nd)/Tuesday (4th): Post and Discussion</strong></td>
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<tr>
<td>Week</td>
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| 5    | 2/5 – 2/11 | Games and a Broadened Definition of Literacy | A. Traditional definitions of literacy  
B. Gaming literacy and the semiotic domain  
Kat  
*Reading: Gee (2007a) – Chapter 2*  
*Blog Assignment 5 Due Sunday (9th)/Tuesday (11th): Post and Discussion* |
| 6    | 2/12 – 2/18 | Games and Character Development | A. Developing engaging characters  
B. Projecting identity  
Jack  
*Reading: Gee (2007a) – Chapter 3 / Gee (2007b) – Chapter 6*  
*Blog Assignment 6 Due Sunday (16th)/Tuesday (18th): Post and Discussion* |
| 7    | 2/19 – 2/25 | Games and Plot | A. Situated learning and digital games  
B. Realistic vs. believable plots  
C. Through a character’s eyes  
Joyce  
*Reading: Gee (2007a) – Chapters 4 & 5 / Gee (2007b) – Chapter 3*  
*Blog Assignment 7 Due Sunday (23rd)/Tuesday (25th): Post and Discussion* |
| 8    | 2/26 – 3/4 | Games and Modeling | A. Developing culture and cultural models  
B. Developing realistic and believable environments/worlds  
Kat  
*Reading: Gee (2007a) – Chapter 6 & 7*  
*Blog Assignment 8 Due Sunday (2nd)/Tuesday (4th): Post and Discussion* |
| 9    | 3/5 – 3/11 | Digital Game Creation | A. Identify digital game narrative and charters  
B. Begin digital game development  
Jack  
*Reading: Gee (2007b) – Chapter 7*  
*Assignment Due: Digital Game Design Document & Story board*  
3/12 – 3/18 | BREAK |
| 10   | 3/19 – 3/25 | Digital Games and the Classroom | A. Incorporating over-the-counter games in the classroom  
B. Designing games for classroom use  
Joyce  
*Reading: Gee (2007b) – Chapters 8 & 9*  
*Blog Assignment 9 Due Sunday (23rd)/Tuesday (25th): Post and Discussion* |
| 11   | 3/26 – 4/1 | Violence and Games | A. Are video games violent?  
B. What kinds of violence are included in video games?  
Kat  
*Reading: Gee (2007b) – Chapters 2*  
*Blog Assignment 10 Due Sunday (30th)/Tuesday (1st): Post and Discussion* |
   A. Continued development of digital games
      
      Reading: Gee (2007a) – Chapter 8

   A. Present digital game prototypes
   B. Play and provide structure feedback on each others games
      
      Reading: None
      
      Assignment Due: Digital Game Final Project

14  4/16 – 4/22  Presentations of Digital Games
      
      Reading: None

Grading System:

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<thead>
<tr>
<th>Game App Review</th>
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<tr>
<td>Digital Game Review</td>
<td>05%</td>
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<tr>
<td>Reading Review</td>
<td>10%</td>
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<tr>
<td>Reflective Blogging</td>
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<tr>
<td>Homemade PowerPoint Game</td>
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<tr>
<td>Digital Learning Game</td>
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Undergraduate Grades:

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<tr>
<th>Grade</th>
<th>Minimum Score</th>
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<tbody>
<tr>
<td>A</td>
<td>100 - 93</td>
<td>89.99 - 88</td>
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<tr>
<td>A-</td>
<td>92.99 - 90</td>
<td>87.99 - 82</td>
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<tr>
<td>B</td>
<td>87.99 - 82</td>
<td>81.99 - 80</td>
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<tr>
<td>B-</td>
<td>81.99 - 80</td>
<td>71.99 - 70</td>
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<td>C</td>
<td>79.99 - 78</td>
<td>71.99 - 70</td>
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<td>C-</td>
<td>77.99 - 72</td>
<td>71.99 - 70</td>
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<td>D</td>
<td>69.99 - 68</td>
<td>61.99 - 60</td>
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<td>F</td>
<td>Below 60</td>
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Enrollment/ Withdrawal Policy:

Beginning in Fall 2011, students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved.

Beginning in Fall 2011, the last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.
Attention Students with Disabilities:
If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

Religious Observance Policy:
Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

Wayne State University Writing Center:
The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for students at Wayne State University. While the center serves both graduate and undergraduate students, undergraduate students in General Education courses, including composition courses, receive priority for tutoring appointments. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: http://www.clas.wayne.edu/writing/.

To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330.

Subject to changes. Last modified: 1/8/2014