[LIS 690] Special Topics in LIS: Games, literacy, meaning, and learning.

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Response Time:	During the week, I work to respond to all emails within 24 hours. I am slower to respond on weekends and may not get back to you until Monday. Please keep this in mind when preparing to submit assignments! I also ask that you check Canvas on a regular basis and that you respond to my messages within 48 hours.
Office Hours:	By appointment, either face-to-face or on Zoom.
Meeting Schedule:	This course takes place asynchronously on Canvas.
Required Materials:	All course materials will be available through Canvas.

Course Information

Course Description

This course examines video, board, and roleplaying games as activities that involve literacy practices. You will learn how to think about literacy practices beyond just reading and writing and how to evaluate the design of a game. Building on these skills, you will then learn how to identify the literacy practices associated with meaningful games, meaningful game contexts, and game design activities for youth and/or adults. Practical considerations for using games in libraries and other contexts will also be addressed.

Course Objectives—"I Can Statements"

The following "I can" statements will guide all of the learning and assessment activities throughout this course. Although all of the statements build on each other, each module of the course will focus on one statement in particular. By the end of that module, you should feel comfortable making that statement about yourself and will demonstrate your ability to meet that objective through a module project.

- I can describe how the design of a game connects with particular literacies.
- I can explain how the design of a game produces meaning.
- I can explore and describe the contexts within and surrounding games.
- I can identify the literacies needed to design a meaningful game.
- I can describe how games could fit into my professional context.

Course Assessment

Your grade for this course will be based on 100 points:

        90 points – 100 points = **A (Exceptional Achievement)**
        80 points –   89 points = **B (High Achievement)**
        70 points –   79 points = **C (Average Achievement)**
        0   points –   69 points = **E (Failing)**

These 100 points come from five 20-point projects in this class (one for each module):

- **Literacy-focused Game Deconstruction (Module 1)**: an 800- to 1,000-word paper where you will identify a game that is meaningful to you and describe its design and associated literacies.
- **Meaningful Game Modification (Module 2)**: a series of two 1- to 3-minute screencasts where you will show how the design of the life simulation game Kudos 2 produces meaning, modify the design of the game, and comment on the changes in meaning.
- **Twine Resource Collection (Module 3)**: an 800- to 1,000-word paper where you will describe your experience exploring some of the communities surrounding the Twine game design software and putting together a helpful collection of resources.
- **Twine Design Report (Module 4)**: a functional game designed using the Twine software and a 600- to 750-word paper that describes the design of your game, the literacies needed to succeed in your game, and the literacies needed to design your game.
- **Game Implementation Plan (Module 5)**: an 800- to 1,000-word paper where you brainstorm how you could use games in your professional context, considering the literacies you'd like to support and the games and activities that will best help with that.

All of these assignments will be submitted through Canvas; further details will be provided there.

In addition to these graded assessments, there will be frequent opportunities to participate in collaborative learning activities throughout the course. Although these activities will not directly influence your grade, they are critical for your learning from the course material or from your classmates and for my ability to formatively assess your understanding of the course material. If you do not participate in these activities, my ability to help you correct any misunderstandings before submitting a graded assessment will be severely limited, and any continued misunderstandings may affect your grade for that assessment. As you participate in these collaborative activities, please remember to be empathetic and that this space is a safe place for making mistakes. Please also take the time to think about your audience and the relevance of everything that you write. Your classmates and instructor deserve your respect.

Late Work Policy

Officially, each assignment is due at 11:59pm on the Sunday night at the end of the corresponding week. Practically speaking, however, I will grade without penalty (for graded assessments) and provide feedback on (for all assessments) any assessment that is turned in by the time I begin looking over that assessment. However, I will not grade or provide feedback on any work that is completed after this time unless you have made other arrangements with me. Naturally, because my schedule varies from week to week and because I try to provide feedback as quickly as possible, your best bet is to turn in your work by the official deadline or—if life has thrown you a curveball—to get in touch with me ahead of time to make other arrangements.

Considerations for Online Learning

Because this course is held entirely online, it may be different than many of the courses you have taken in the past. Please consult this section for advice and resources that will help you successfully participate in an online class.

Hardware and Software Guidelines

The University of Kentucky strongly recommends that each student purchase a personal laptop or equivalent device. A student's program requirements, budget, and preference should be the primary factors in choosing a device. Most devices on the market will meet basic needs; however, UK offers a few guidelines, which you can visit at http://www.uky.edu/its/student-hardware-software-guidelines.

Online Learning Resources
The following resources may be helpful for you:

Zoom Teleconferencing Software
We will be using the Zoom software in this course for virtual office hours and other meetings.
    https://uky.zoom.us [log in using your linkblue account]

Information Technology Services (ITS) Customer Services
Students having trouble logging into the various linkblue sites (Account Manager, myUK, Canvas, Office365, etc.) can contact the ITS Service Desk for help.
    859-218-HELP or 859-218-4357
    https://www.uky.edu/its/customer-support-student-it-enablement/customer-services

Canvas Assistance
Students needing technical assistance within their Canvas course can find help through Canvas support.
    https://community.canvaslms.com/docs/DOC-10554-4212710328

UK Online (Formerly, Distance Learning)
    http://www.uky.edu/ukonline/

Distance Learning Library Services
    Phone: (859) 218-1240
    Fax: (859) 257-0505
    E-mail: dllservice@lsv.uky.edu
    Librarian: Carla Cantagallo
    2-2, north wing, William T. Young Library 0456
    Website: http://libraries.uky.edu/dlls

Course Policies

The following policies are in effect for this course

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see http://www.uky.edu/Faculty/Senate/ for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Academic Accommodations

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is http://www.uky.edu/DisabilityResourceCenter.

Summary Course Schedule

This table provides a quick overview of the schedule for this course. Please see the pages following this table for a more detailed schedule.

Module 1: Games and Literacies			
Week 1	Introduction to the Course	- read and annotate syllabus - get started on Gee (2003), chapter 2	- post personal introduction (including game introduction)
Week 2	Introduction to Games and Literacies	- read and annotate Gee (2003), chapter 2 - read and annotate Willsher (2015)	- post reflection on games and literacies
Week 3	Introduction to Game Design	- read and annotate Mayer & Harris (2010), chapter 2 - read and annotate Romero & Schreiber (2009), chapter 2	- submit completed Literacy-Focused Game Deconstruction
Module 2: Meaningful Game Design			
Week 4	Games and Representation	- watch and discuss *Ms. Male Character* - watch and discuss *Are Games Racist?* - read and annotate Frasier (2016)	- play Kudos 2 and post reflection on meaning
Week 5	Games and Values	- read and annotate Flanagan & Nissenbaum (2014), ch. 2 - read and annotate Winkie (2019) - read and annotate Loring-Albright (2017)	- continue playing Kudos 2 and comment on what you'd like to change
Week 6	Games and Arguments	- read and annotate Bogost (2007), excerpt from ch. 1 - read and annotate Sicart (2009), excerpt from ch. 5 - watch and discuss *TerrorBull Games on BBC Games Britannia* - watch and discuss *The Hidden Genius of Monopoly's Rules*	- submit completed Meaningful Game Modification
Module 3: Meaningful Contexts for Games			
Week 7	Games and Communities	- read and annotate Gee (2017) - read and annotate Steinkuehler & Duncan (2008) - read and annotate Roeder (2018)	- post a reflection on what Twine game design literacies you feel like you need to learn
Week 8	Games and Education	- read and annotate Steinkuehler & Squire (2015) - read and annotate Mayer & Harris (2010), chapter 5 - read and annotate Carnes (2014), Introduction	- begin exploring Twine resources and post a reflection on what Twine community literacies you've needed to learn

Week 9	Games and Culture	- read and annotate Pearce & Artemesia (2009), chapter 1 - read and annotate Carr-Chelman (2012) - read and annotate Selinker (2016) - read and annotate Bayeck (2018)	- submit completed Twine Resource Collection
SPRING BREAK: Flex Week			
Module 4: Designing Games			
Week 10	Literacies and Designing Digital Games	- read and annotate Kafai & Burke (2016), excerpt from chapter 1 - read and annotate Kafai & Burke (2016), chapter 2	- post initial thoughts on literacies you'd like to test or meaning you'd like to express in your Twine game
Week 11	Literacies and Designing in Digital Games	- read and annotate Dikkers (2015), chapter 2 - watch and discuss *Minecraft Minechat episode 23* - read and annotate Owens (2011)	- post reflection on literacies you're using to create your Twine game
Week 12	Inclusivity and Game Design	- read and annotate Kafai & Burke (2016), chapter 4 - read and annotate Woodruff (2016)	- post completed Twine Design Report
Module 5: Practical Considerations for Games in Libraries			
Week 13	Learning About Games	- read and annotate Marklund & Taylor (2015) - read and annotate Dikkers (2015), chapter 5	- reflect on game-related activities in your professional context
Week 14	Building a Game Collection	- read and annotate Mayer & Harris (2010), chapter 6 - read and annotate Mayer & Harris (2010), chapter 7 - read and annotate Laskowski & Ward (2009)	- reflect on the kinds of games that best fit your professional context
Week 15	Organizing Game Design Activities	- read and annotate Akcaoglu (2016) - skim and annotate Tekinbas, Gresalfi, Peppler, & Santo (2014), Activity 1 - skim and annotate Tekinbas, Gresalfi, Peppler, & Santo (2014), Appendix B	- submit completed Game Implementation Plan

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Expanded Course Schedule

Module 1: Games and Literacies [09 January 2019 – 27 January 2019]

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Module 1 Objective: I can describe how the design of a game creates particular literacies.

Module 1 Project: Literacy-Focused Game Deconstruction
The literacy-focused game deconstruction is an 800- to 1,000-word paper where you will identify a game that is meaningful to you and describe its design and associated literacies, following the criteria below. I recommend using APA Style to structure your paper and cite your sources, but you may format and cite however you wish as long as you clearly identify and reference the readings and other resources that inspire your thoughts.

The project for this module will be evaluated according to the following criteria:
- You describe the game that you have chosen and what kind of game it is, based on the considerations introduced in Module 1. [5 points]
- Using the vocabulary presented in Module 1, you describe the design of the game that you have chosen. [5 points]
- Using the vocabulary presented in Module 1, you describe the literacies associated with the game you have chosen. [5 points]
- You argue the extent to which the literacies associated with the game you have chosen are useful outside of the context of the game and explain your reasoning. [5 points]

Module 1 Schedule:

Week 01 [09 Jan 2019 – 13 Jan 2019]: Introduction to the Course

Introduction	- learn about Week 1
	- learn about hypothes.is
	- learn about Canvas
Reading	- read and annotate syllabus
	- begin reading and annotating Gee (2003)
Working	- post personal introduction (including game introduction)

Week 02 [14 Jan 2019 – 20 Jan 2019]: Introduction to Games and Literacies

Introduction	- learn about Week 2
	- learn about assessment structure
Reading	- read and annotate Gee (2003), chapter 2
	- read and annotate Willsher (2015)
Working	- post reflection on games and literacies

Week 03 [21 Jan 2019 – 26 Jan 2019]: Introduction to Game Design

Introduction	- learn about Week 3
	- learn about different kinds of games
Reading	- read and annotate Mayer & Harris (2010), chapter 2
	- read and annotate Romero & Schreiber (2009), chapter 2
Working	- submit completed Literacy-Focused Game Deconstruction

Module 2: Meaningful Game Design [28 January 2019 – 17 February 2019]

Module 2 Objective: I can explain how the design of a game produces meaning.

Module 2 Project: Meaningful Game Modification
The meaningful game modification project is a series of two screencasts that you will record to show how game design produces meaning and how modifying that design modifies the meaning. You will begin by downloading the "life simulation" game *Kudos 2* from Canvas and spending some time playing the game and looking for representations, values, or arguments in *Kudos 2* that you would like to change. You will then use Zoom (or other software) to record a 1- to 3-minute screencast that follows the criteria described below. After recording your first screencast, you will follow the guidelines in Module 2 to learn how to make small modifications to the design of *Kudos 2* in order to change those representations, values, or arguments. After making those changes, you will record a second 1- to 3-minute screencast that follows the criteria described below.

The project for this module will be evaluated according to the following criteria:
- First screencast:
  o You describe and show in the game representations, values, or arguments in *Kudos 2* that you would like to change. [5 points]
  o Using the vocabulary presented in Module 1, you describe what elements of the game design of *Kudos 2* create or reinforce these representations, values, or arguments. [5 points]
- Second screencast:
  o You describe and show in the game the changes that you have made to *Kudos 2* and describe their effect on representations, values or arguments. [5 points]
  o Using the vocabulary presented in Module 1, you describe what elements of the game design of *Kudos 2* you were able to modify and what elements you would still like to modify to reinforce your changes. [5 points].

Module 2 Schedule:

Week 04 [28 Jan 2019 – 03 Feb 2019]: Games and Representation

Introduction	- learn about Week 4
	- learn about *Kudos 2*
Reading	- watch and discuss *Ms. Male Character*
	- watch and discuss *Are Games Racist?*
	- read and annotate Frasier (2016)
Working	- play *Kudos 2* and post reflection on meaning

<u>Week 05 [04 Feb 2019 – 10 Feb 2019]: Games and Values</u>

Introduction	- learn about Week 5
	- learn about modifying *Kudos 2*
Reading	- read and annotate Flanagan & Nissenbaum (2014), ch. 2
	- read and annotate Winkie (2019)
	- read and annotate Loring-Albright (2017)
Working	- continue playing *Kudos 2* and comment on what you'd like to change

<u>Week 06 [11 Feb 2019 – 17 Feb 2019]: Games and Arguments</u>

Introduction	- learn about Week 6
Reading	- read and annotate Bogost (2007), excerpt from chapter 1
	- read and annotate Sicart (2009), excerpt from chapter 5
	- watch and discuss *TerrorBull Games on BBC Games Britannia*
	- watch and discuss *The Hidden Genius of Monopoly's Rules*
Working	- submit completed Meaningful Game Modification

Module 3: Meaningful Contexts for Games [18 February 2019 – 17 March 2019]

Module 3 Objective: I can explore and describe the contexts within and surrounding games.

Module 3 Project: Twine Resource Collection
Your Module 4 project will involve designing a small-scale meaningful game using the Web software Twine. In Module 3, you will explore some of the communities surrounding the Twine software and put together a collection of resources produced by these communities that can help you with your Module 4 project. The Twine Resource Collection is an 800- to 1,000-word paper where you will describe your experience with this preparation, following the criteria described below. I recommend using APA Style to structure your paper and cite your sources, but you may format and cite however you wish as long as you clearly identify and reference the readings and other resources that inspire your thoughts.

The project for this module will be evaluated according to the following criteria:
- You list the resources that you consulted to learn about Twine and use the concepts from Module 3 to describe the communities that produced these resources. [5 points]
- You describe the literacies that you needed in order to participate in and benefit from these communities. [5 points]
- You describe the literacies related to Twine game design that you learned about from these communities. [5 points]
- You describe your initial thoughts about the meaning of the Twine game you will design in Module 4 and list any questions that have at this point. [5 points]

Module 3 Schedule:

Week 07 [18 Feb 2019 – 24 Feb 2019]: Games and Communities

Introduction	- learn about Week 7
	- learn about Twine
Reading	- read and annotate Gee (2017)
	- read and annotate Steinkuehler & Duncan (2008)
	- read and annotate Roeder (2019)
Working	- post a reflection on what Twine game design literacies you feel like you need to learn

Week 08 [25 Feb 2019 – 03 Mar 2019]: Games and Education

Introduction	- learn about Week 8
	- learn about Twine communities and resources
Reading	- read and annotate Steinkuehler & Squire (2015)
	- read and annotate Mayer & Harris (2010), chapter 5
	- read and annotate Carnes (2014), Introduction
Working	- begin exploring Twine resources and post a reflection on what Twine community literacies you've needed to learn

Week 09 [04 Mar 2019 – 10 Mar 2019]: Games and Culture

Introduction	- learn about Week 9
Reading	- read and annotate Pearce & Artemesia (2009), chapter 1
	- read and annotate Carr-Chellman (2012)
	- read and annotate Selinker (2016)
	- read and annotate Bayeck (2018)
Working	- submit completed Twine Resource Collection

Spring Break [11 March 2019 – 17 March 2019]

During the spring break week, you may either catch up with Module 3 activities, get an early start on Module 4 activities, or take a well-deserved break!

<h1 style="text-align: center; color: #4a86c8;">Module 4: Designing Games [18 March 2019 – 07 April 2019]</h1>

Module 4 Objective: I can identify the literacies needed to design a meaningful game.

Module 4 Project: Twine Design Report
The Twine Design Report takes the form of 1) a functional Twine game that is posted to Canvas for your classmates to explore, and 2) a 600- to 750-word paper that follows the criteria listed below. I recommend using APA Style to structure your paper and cite your sources, but you may format and cite however you wish as long as you clearly identify and reference the readings and other resources that inspire your thoughts.

The project for this module will be evaluated according to the following criteria:
- Twine game:
  - You share a functional Twine game to the discussion forum on Canvas for your classmates to explore. [5 points]
- Paper:
  - Using the concepts from Modules 1 and 2, you describe the literacies needed to succeed in your game, the meaning present in your game, or both. [5 points]
  - Using the concepts from Module 1, you describe how you designed the elements of your game to reinforce those literacies or that meaning (or both). [5 points]
  - Using the concepts from Modules 3 and 4, you describe the literacies that you needed in order to design the game. [5 points]

Module 4 Schedule:

Week 10 [18 Mar 2019 – 24 Mar 2019]: Literacies and Designing Digital Games
Introduction	- learn about Week 10
	- learn about media resources for Twine
Reading	- read and annotate Kafai & Burke (2016), excerpt from chapter 1
	- read and annotate Kafai & Burke (2016), chapter 2
Working	- post initial thoughts on literacies you'd like to test in your Twine game

Week 11 [25 Mar 2019 – 31 Mar 2019]: Literacies and Designing in Digital Games
Introduction	- learn about Week 11
Reading	- read and annotate Dikkers (2015), chapter 2
	- watch and discuss *Minecraft Minechat Episode 23*
	- read and annotate Owens (2011)
Working	- post reflection on literacies you're using to create your Twine game

Week 12 [01 Apr 2019 – 07 Apr 2019]: Inclusivity and Game Design
Introduction	- learn about Week 12
Reading	- read and annotate Kafai & Burke (2016), chapter 4
	- read and annotate Woodruff (2016)
Working	- post completed Twine Design Report

Module 5: Practical Considerations for Games in Libraries [08 April 2019 – 03 May 2019]

Module 5 Objective: I can describe how games could fit into my professional context.

Module 5 Project: Game Implementation Plan
The Game Implementation Plan is an 800- to 1,000-word paper where you brainstorm how you could use games in your professional context, meeting the criteria described below. I recommend using APA Style to structure your paper and cite your sources, but you may format and cite however you wish as long as you clearly identify and reference the readings and other resources that inspire your thoughts.

The project for this module will be evaluated according to the following criteria:
- Using resources from Modules 1-4, you describe the literacies that, as a professional in your context, you are most concerned about helping others develop. [5 points]
- Using resources from Modules 1-4, you describe the kinds of activities (e.g., playing games, evaluating games, participating in game communities, designing games, etc.) that will likely be most helpful for you in helping others develop those literacies. [5 points]
- Using resources from Module 1, you describe the kinds of games (e.g., board games, video games, roleplaying games) that will likely be most practical for you as you organize these kinds of activities. [5 points]
- Using resources from Module 5 and your own experience, you describe practical considerations specific to your professional context that will influence whether and how you organize activities based on games to help others develop literacies. [5 points]

Module 5 Schedule:

Week 13 [08 Apr 2019 – 14 Apr 2019]: Learning About Games
Introduction   - learn about Week 13
Reading   - read and annotate Marklund & Taylor (2015)
                - read and annotate Dikkers (2015), chapter 5
Working   - reflect on game-related activities in your professional context

Week 14 [15 Apr 2019 – 21 Apr 2019]: Building a Game Collection
Introduction   - learn about Week 14
Reading   - read and annotate Mayer & Harris (2010), chapter 6
                - read and annotate Mayer & Harris (2010), chapter 7
                - read and annotate Laskowski & Ward (2009)
Working   - reflect on the kinds of games that best fit your professional context

Week 15 [22 Apr 2019 – 28 Apr 2019]: Organizing Game Design Activities
Introduction   - learn about Week 15
Reading   - read and annotate Akcaoglu (2016)
                - skim and annotate Tekinbas, Gresalfi, Peppler, & Santo (2014), Activity 1
                - skim and annotate Tekinbas, Gresalfi, Peppler, & Santo (2014), Appendix B
Working   - submit completed Game Implementation Plan