

# EXP 440/ISM 390: PLAY AND EXPERIENCE DESIGN

## INSTRUCTOR

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Office hours: Email for appointment.

## COURSE INFORMATION

EXP 440 - 901 - Class number 35844

ISM 390 - 901 - Class number 35845

Class times: Tuesday, 5:45-9:00

Location: 14 E. Jackson, 206 - Loop Campus

Course homepage: <https://d2l.depaul.edu/>

Slack: [play-experience.slack.com](https://play-experience.slack.com)

Last day to drop the course: April 6, 2018

Last day to withdraw: May 6, 2018

## COURSE SUMMARY

This course focuses on the pedagogy of play within the design dissemination and critique of designed experiences. The course will begin with an inquiry into the origins of the term, its role in human development, cultural ritual, and social interaction before moving on to a series of design investigations into the affordances of play as design principles for the creation of engaging experiences. Further, we will use the study of play mechanics as a way to broadly explore the larger concept of "playful systems."

How might interesting play mechanics be used to structure interactive experiences in systems that aren't necessarily games? Students will explore systems such as museums, classrooms, and social media to apply these concepts.

PREREQUISITE(S): (HCD 421 and HCD 450) or HCI 440

## CLASS FORMAT

This course is a mixture of theory and practice. Class time will be dedicated to discussion, lecture, workshops and studio time.

## REQUIRED TEXTS

- None. Articles and links will be provided.

## LEARNING OUTCOMES

- Demonstrate a fundamental understanding of the different forms of inquiry through design as applied to playful and social experiences.
- Understand how concepts from play and games can be utilized in the design of a wide variety of social systems, and be able to reflect on problems and limitations related to these practices.
- Articulate theories about the role of "play" in regard to personal and social problem solving.
- Identify strategies on how to cultivate play in their lives and designed experiences.
- Work creatively with physical and digital design materials.

## EXP 440/ISM 390 EVALUATION & GRADING

Coursework includes the following components.

|  | Grade Proportion |
|--|------------------|
| <b>Individual:</b>                     |                  |
| Weekly Response (Slack)                | 15%              |
| Workshop Participation                 | 10%              |
| #1 Play Date Report                    | 15%              |
| #3 Playful Experience (group optional) | 25%              |
| Final reflection paper                 | 10%              |
| <b>Group:</b>                          |                  |
| #2 Public Play Interventions           | 25%              |

**Weekly Response.** Weekly Responses to readings, videos, and/or activities will be posted on Slack. Each student can miss one Weekly Response without affecting their grade.

**Workshop Participation.** The participation portion of the grade is based on attendance, contributions to class discussions and workshops.

**Group Work.** All students are expected to contribute to group work. Graduate students may be given additional leadership responsibilities. Students will provide a peer review of their teammates, which will affect their grade.

**Grad Students.** Graduate students will have advanced requirements and criteria for their assignments, different from undergraduate students.

## Grading Scale

Letter grades will be given based on the following minimum percent of total points earned.

|    |        |                              |
|----|--------|------------------------------|
| A  | 93.00% | Excellent/Outstanding effort |
| A- | 90.00% | Very Good                    |
| B+ | 88.00% |                              |
| B  | 83.00% | Good                         |
| B- | 80.00% |                              |
| C+ | 78.00% |                              |
| C  | 73.00% | Satisfactory                 |
| C- | 70.00% |                              |
| D+ | 68.00% |                              |
| D  | 60.00% |                              |
| F  | 0.00%  |                              |

## CLASS SCHEDULE

Assignments must be submitted midnight on the due date indicated below, unless announced otherwise. All assignments should be submitted to D2L. Readings should be completed by the date listed.

| 1: DEFINING PLAY      |   |   |   |
|-----------------------|---|---|---|
| 1 Mar 27              | Topics:   | Due today:  | Read for next week:                         |
|                       | Syllabus review<br><b>What is play?</b><br>Review #1 Play Date assignment   | —   | Play, Stuart Brown - Chap 1 - 3             |
| 2: PERSONAL PLAY      |   |   |   |
| 2 Apr 3               | Topics:   | Due today:  | Read for next week:                         |
|                       | <b>What's my play personality?</b><br>Play workshop   | Slack Post (before class starts)                  | Play, Stuart Brown - Chap 3<br>Links on D2L |
| 3 Apr 10              | Topics:   | Due today:  | Read for next week:                         |
|                       | <b>Why is play important?</b><br>Review #2 Public Play Interventions assignment   | Slack Post  | Links on D2L                                |
| 3: PUBLIC/GROUP PLAY  |   |   |   |
| 4 Apr 17              | Topics:   | Due today:  | Read for next week:                         |
|                       | Share #1 Play Date Results<br><b>Where do we play?</b><br>Form Public Play groups/Studio  | <b>#1 Play Date</b><br>Slack Post                 | Links on D2L                                |
| 5 Apr 24              | Topics:   | Due today:  | Read for next week:                         |
|                       | <b>Group vs individual play</b><br>Play workshop  | Slack Post  | Links on D2L                                |
| 4: DESIGNING FOR PLAY |   |   |   |
| 6 May 1               | Topics:   | Due today:  | Read for next week:                         |
|                       | Share #2 Public Play Interventions assignment<br><b>Play as a design tool, pt 1</b><br>Review #3 Playful Experiences Assignment | <b>#2 Public Play Interventions</b><br>Slack Post | Links on D2L                                |
| 7 May 8               | Topics:   | Due today:  | Read for next week:                         |
|                       | <b>Playful interfaces</b><br>Play workshop  | Slack Post  | Links on D2L                                |
| 8 May 15              | Topics:   | Due today:  | Read for next week:                         |
|                       | <b>Gamification</b>   | Slack Post  | Links on D2L                                |

|                         |   |   |                     |
|-------------------------|---|---|---------------------|
| <b>9</b> May 22         | Topics:   | Due today:                                  | Read for next week: |
|                         | <b>Play as a design tool, pt 2</b><br>Play workshop | Slack Post                                  | —                   |
| <b>10</b> May 29        | Topics:   | Due today:                                  |                     |
|                         | Test and share #3 Playful Experiences               | <b>#3 Playful Experiences</b><br>Slack Post | —                   |
| <b>11</b> June 5        | Topics:   | Due today:                                  |                     |
| <b>No class meeting</b> | —   | <b>Reflection Paper Due by 11:59pm</b>      | —                   |

## POLICIES & EXPECTATIONS

### Guidelines for Class Behavior

- Be professional. Treat this class like a job.
- Be respectful towards others. Listen when others talk and share ideas.
- Attend every class. (Communicate with me if you must miss class for any reason, you wouldn't just fail to show up to a job.)
- Arrive on time to every class. Important information is communicated at the very beginning of class.
- Food and drink during class is ok.
- Keep your phones in silent mode, in your bag or pocket, and no texting in class. If you have a need to be available by phone (sick relative, etc.), please let me know.
- If you are not taking notes or viewing other class materials on your laptop, it should be closed. If you are found using your computer for purposes other than this class, you may lose the privilege to use your computer during class.
- Be engaged in class discussions and workshop activities, your participation grade depends on it:
  - Participate with enthusiasm
  - Show genuine effort to cooperate with others
  - Show leadership and take initiative in group efforts
  - Frequently and eagerly offer your thoughts, perspectives, and responses to instructor/classmates
  - Make contributions that reflect excellent preparation (i.e., complete required reading)
- Practice professionalism
  - Communicate (face-to-face, emails, etc.) with the professor and fellow students in a professional and appropriate manner
  - Use body language (ex., eyes, posture) that shows active listening during instructor/student presentations
  - Be careful not to distract others (socializing, sleeping, leaving early or during class, reading unrelated material, doing homework for another class or wearing inappropriate attire);
  - Be respectful towards others

### Attendance

Students are expected to attend each class and to remain for the duration. Attendance will be taken. **Coming 15 minutes late or leaving 15 minutes early constitutes an absence for the student.** *Three absences for any reason, whether excused or not, will constitute failure for the course. Communicate with me if you must be absent or late for any reason.* Students are individually responsible for material they may have missed due to absence or tardiness. Please notify me in advance if there are any special needs.

### Late Assignments

Late assignments will be accepted only if you an extension is granted. The standard extension is 3 days. You should email the instructor at least 2 hours before the start of class when the assignment is due to request an extension. Requesting an extension does not guarantee it will be granted.

**If you do not communicate with me at all within 24 hours of the due date, I will NOT accept the assignment and no credit for the assignment will be given.** My policy is intended to encourage communication with me regarding any difficulty handing the assignment in on time.

Please be sure when uploading assignments to D2L that the file has uploaded to the correct Dropbox. I will not accept the excuse that 'I thought I uploaded it, it must not have gone through'. If you have trouble uploading, please contact me.

### Group Assignments

When working in groups, you are responsible for communication outside of class within your group. It is your responsibility to be proactive in reaching out to group members and working together to complete assignments. When a group assignment is handed in, it is assumed that the work represents the final deliverable for the whole group. The entire group should review the assignment before it is handed in. If your group is having trouble communicating and/or working together, please contact me as soon as possible to resolve issues.

### Incomplete Grades

An incomplete grade is a special, temporary grade that may be assigned by an instructor when unforeseeable circumstances prevent a student from completing course requirements by the end of the term and when otherwise the student had a record of satisfactory progress in the course. CDM policy requires the student to initiate the request for incomplete grade before the end of the term in which the course is taken. Prior to submitting the incomplete request, the student must discuss the circumstances with the instructor. Students may initiate the incomplete request process in MyCDM.

- All incomplete requests must be approved by the instructor of the course and a CDM Associate Dean. Only exceptions cases will receive such approval.
- If approved, students are required to complete all remaining course requirement independently in consultation with the instructor by the deadline indicated on the incomplete request form.
- By default, an incomplete grade will automatically change to a grade of F after two quarters have elapsed (excluding summer) unless another grade is recorded by the instructor.
- An incomplete grade does NOT grant the student permission to attend the same course in a future quarter.

### Withdrawal

Students who withdraw from the course do so by using the Campus Connection system (<http://campusconnect.depaul.edu>). Withdrawals processed via this system are effective the day on which they are made. Simply ceasing to attend, or notifying the instructor, or nonpayment of tuition, does not constitute an official withdrawal from class and will result in academic as well as financial penalty.

### Retroactive Withdrawal

This policy exists to assist students for whom extenuating circumstances prevented them from meeting the withdrawal deadline. During their college career students may be allowed one medical/personal administrative withdrawal and one college office administrative withdrawal, each for one or more courses in a single term. Repeated requests will not be considered. Submitting an appeal for retroactive withdrawal does not guarantee approval.

College office appeals for CDM students must be submitted online via MyCDM. The deadlines for submitting appeals are as follows:

- Autumn Quarter: Last day of the last final exam of the subsequent winter quarter
- Winter Quarter: Last day of the last final exam of the subsequent spring quarter
- Spring Quarter: Last day of the last final exam of the subsequent autumn quarter
- Summer Terms: Last day of the last final exam of the subsequent autumn quarter

### Civil Discourse

DePaul University is a community that thrives on open discourse that challenges students, both intellectually and personally, to be [Socially Responsible Leaders](#). It is the expectation that all dialogue in this course is civil and respectful of the dignity of each student. Any instances of disrespect or hostility can jeopardize a student's ability to be successful in

the course. The professor will partner with the Dean of Students Office to assist in managing such issues.

### **Academic Integrity Policy & Plagiarism**

This course will be subject to the academic integrity policy passed by faculty. More information can be found at <http://academicintegrity.depaul.edu/>.

The university and school policy on plagiarism can be summarized as follows: Students in this course should be aware of the strong sanctions that can be imposed against someone guilty of plagiarism. If proven, a charge of plagiarism could result in an automatic F in the course and possible expulsion. The strongest of sanctions will be imposed on anyone who submits as his/her own work any assignment which has been prepared by someone else. If you have any questions or doubts about what plagiarism entails or how to properly acknowledge source materials be sure to consult the instructor.

Assignments submitted to D2L will be electronically checked for plagiarism (using specialized software built in to D2L).

### **Resources for Students with Disabilities**

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter (preferably within the first week of class), and make sure that you have contacted the Center for Students with Disabilities (CSD) at:

Student Center, LPC, Suite #370  
Phone number: (773)325.1677  
Fax: (773)325.3720  
TTY: (773)325.7296

### **Visit the Writing Center**

Consider visiting the Writing Center to discuss your written assignments for this course. Writing Center Tutors are specially trained undergraduate and graduate students who can help you at any stage of your writing project. They can help you focus and develop your ideas, review your drafts, and polish your writing, as well as answer questions about grammar, mechanics, style, and citation.

You may schedule appointments on an as-needed or weekly basis. In addition to Face-to-Face appointments, the Writing Center also provides Written Feedback by Email and Online Appointments. Be sure to schedule your appointment with enough time to think about and incorporate the feedback you'll receive. Bring/upload your assignment handout and/or any other relevant materials to your appointment.

**How do I schedule a Writing Center appointment?** To schedule a Face-to-Face, Written Feedback by Email, or Online Appointment, visit [www.depaul.edu/writing](http://www.depaul.edu/writing). You can also call one of our offices: (312) 362-6726 (Loop Office, 1600 Lewis Center) or (773) 325-4272 (LPC Office, 250 McGaw Hall). When possible, the Writing Center accepts walk-in requests, but it's always a good idea to schedule your appointment ahead of time. You may schedule tutorials on an as-needed basis or as weekly standing appointments up to 3 hours per week. All Writing Center services are free to the DePaul community.

### **Changes to Syllabus**

This syllabus is subject to change as necessary during the quarter. If a change occurs, it will be addressed during class, on D2L, and sent via email.