

DePaul GAM 208-401 (3866) / UXD 208-401 (7363)

Virtual Worlds & Online Communities

Autumn 2021-2022

Tuesdays and Thursdays

3:10 PM - 4:40 PM

Lewis Center Room 1511

Instructor: Jonathan W. Hey Emails:

jhey@depaul.edu

jonhey@rcn.com

jhey.depaul@gmail.com

Mobile number: (773) 443-7877 (voice and text) - You are encouraged to use this.

Office: for general class questions, technical issues, and general observations. You are encouraged to call/email if you need clarification, help, or video meeting (such as Zoom). Office location to be determined as of 08-17-2021.

Which immunizations are needed?

From: <https://www.depaul.edu/admission-and-aid/immunization/Pages/requirements.aspx>

All students who attend an on-campus location are required to provide proof of immunization unless otherwise exempt or born on or before January 1, 1957.

Proof of the following immunizations is required:

- COVID-19 – One of the following:
 - Pfizer (two doses, 21 days apart)
 - Moderna (two doses, 28 days apart)
 - Johnson & Johnson (one dose)
- DePaul accepts the following internationally manufactured COVID-19 vaccines, which have been approved by the World Health Organization (WHO):
 - AstraZeneca (two doses, 8–12 weeks apart)
 - Serum Institute of India—COVISHIELD (two doses, 4–12 weeks apart)
 - Sinopharm (two doses, 3–4 weeks apart)
 - Sinovac (two doses, 21 days apart)
- Tetanus/Diphtheria/Pertussis (DTP/DTap/DT/Td/Tdap) – Three doses are required; the last dose must be completed within past 10 years and one dose must be Tdap.

- Measles (Rubeola) – Two doses are required at least 28 days apart after first birthday. Neither dose can be prior to 1968.
- Mumps – Two doses are required at least 28 days apart after first birthday. Neither dose can be prior to 1968.
- Rubella (German Measles) – Two doses are required at least 28 days apart after first birthday. Neither dose can be prior to 1968.
- Meningococcal conjugate – Students under the age of 22 must have one dose taken on or after their 16th birthday. Meningococcal B is not acceptable in fulfilling this requirement.

Immunization submittal process

To view your immunization status and submit documents, use your BlueKey information to log in to [Campus Connect](#).

- **Current Students:** Student Resources » Immunization Status
- **Admitted Students:** Next Steps » Immunization Status

If you do not have a copy of your records, you may use the [DePaul University Immunization Form](#) to have your physician or health care provider complete and sign. Scan or take a photo of the completed form and login to the Campus Connect page and submit the form through the navigation path above.

[View this step-by-step video](#) detailing the immunization submission process.

Please note:

- DePaul University will **prevent you from registering** in subsequent terms if you've failed to submit documentation verifying that you meet the immunization requirements.
- **Documents from childhood, records from schools previously attended, clinical/hospital records, or International Certificates of Vaccinations are all acceptable immunization records. All records must be in English or be accompanied by a certified translation.**
- **DePaul does not re-release immunization information.** A copy of your immunization status page can be printed from the Campus Connect Student Homepage under Student Resources » Immunization Status.

Are there alternatives to vaccination?

If you were vaccinated but are unable to provide immunization records, or if you were exposed to one or more of the above diseases and believe that you now have immunity, a positive titer result for Measles, Mumps and/or Rubella is acceptable as proof of immunization.

The titer test

A titer test is a blood test that can determine whether you have enough antibodies in your system to be considered “sufficiently immune” to a disease. A copy of the lab report must be submitted to prove immunity.

Equivocal or negative test results

If lab report results are equivocal or negative, you are not immune and should visit your physician to start the series of MMR vaccines. In most cases, you need to receive two MMR doses separated by at least 28 days to become sufficiently immune. The additional vaccination and lab results must be submitted to complete the immunization requirements.

For more information

Learn more in our [FAQ section](#) and visit DePaul Central in person at either of the following locations:

Lincoln Park Campus

Schmitt Academic Center (SAC), Suite 101

Loop Campus

DePaul Center, Suite 9100

Phone: (312) 362-8610

Email: dpcl@depaul.edu

Course Description

Environments such as social networking sites, multiplayer online games and other online communities are becoming an increasingly large part of how we work, play, and learn. This course introduces the fundamentals for the interdisciplinary study of cyberculture and online social behavior. By examining core scholarship in this area, together with analyzing an existing virtual world, game, or online community, students will learn to research and understand new technologically enabled social forms as they are emerging.

Students will obtain from this course a set of conceptual tools, vocabulary, and an analytical framework with which to recognize, understand, and more effectively manage new social practices online, together with a familiarity with the literature regarding social media and identity, community, public sphere, and social capital.

At the completion of this course, students will be able to:

- a) Understand important features of online interactions,
- b) Analyze online interactions critically, and

c) Understand how to ethically conduct research in online environments.

This is a time intensive course with extensive readings and web surfing assignments nearly every class in addition to a significant final project.

Lecture material and assignments explanations will be delivered in class and arrangements are being made to have them available as recordings online.

Assignments with clear due dates will be on D2L and submission folders will have the correct due dates.

Because of the Remote Teaching (due to the Covid-19) Pandemic, much of the discussion work will be moved into short writing assignments.

Each student will participate in a virtual community for a significant amount of time.

This syllabus is likely to be modified at any time and will be clearly on D2L and emails.

Learning Domain Description

GAM / UXD 208 is included in the Liberal Studies program as a course with credit in the Social, Cultural, and Behavioral Inquiry domain. Courses in the Social, Cultural and Behavioral Inquiry domain focus on the mutual impact of society and culture on individuals, and of individuals on society and culture. Particular attention is given to human relationships and behavior as they are influenced by social, economic and political institutions, spatial and geographical factors, and the events and social and cultural forces at play in the contemporary world. The domain emphasizes the pursuit of knowledge through the development of theory and empirical investigation of the contemporary world. Courses in the domain explore such particular issues as poverty and economic opportunity, the environment, nationalism, racism, individual alienation, gender differences, and the bases of conflict and consensus in complex, urban societies and in global relations.

Learning Outcomes

(NOTE: The numbers in parentheses after presentations, readings, activities, and assignments correspond to the following descriptions):

Students will be able to:

1. analyze and reflect upon arguments about the contemporary world using relevant theory, methods, and/or empirical evidence.
2. analyze interdependent relationships between contemporary society and individuals.

How Learning Outcomes Will Be Met

(NOTE: The letters in parentheses after presentations, readings, activities, and assignments correspond to the following descriptions):

The first of the domain learning outcomes will be accomplished via:

- a) online modules and discussion of relevant issues (Deviance, Governance, Privacy, Children, and Transformative Culture),
- b) observation (written assignments using checklists and structured questionnaires),
- c) research methods (each student conducts at least 1 interview using the methodology in the Seidman text (about qualitative research),
- d) examination (combination of objective terms and essay responses with regard to theories and characteristics of community, third places, and personal identity),
- e) response essays (debating issues of privacy such as Snowden vs. NSA, submitted online), and
- f) the final paper (Each person or group [3 maximum] observes and analyzes an existing site and its members under pseudonyms for site and unique pseudonyms to protect identities of interviewees.).

The second of the domain learning outcomes will be descriptive analysis of the site. You (or group) will be describing the behavior discovered in their personal observations of interaction (posting, trolling, governance, online and offline activities and accomplishments, etc.)

Writing Expectations:

Students in SCBI Learning Domain courses will demonstrate that they have mastered one or more of the learning outcomes through writing. It is expected that the equivalent of at least ten pages (which may be distributed across a series of assignments including papers, exams, journals, problem-sets and other writing assignments) will be required.

Changes to Syllabus

This syllabus is subject to change as necessary during the quarter. If a change occurs, it will be thoroughly addressed in the News Section of the course home on D2L and sent via email.

Prerequisites

WRD 104

Textbook

Most of the readings will be provided under the Content tab on d2l. However, you will need access on D2L to the PDF 3rd edition of: Seidman, Irving, Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Sciences, Teachers College Press, 2006. There is a quiz on the reading and a question on the mid-term built upon this book's content. We will primarily use the book during the second week and as a resource when you begin your own research. You may purchase this book if you want a "hard copy"

College Policies

Online Course Evaluations

Evaluations are a way for students to provide valuable feedback regarding their instructor and the course. Detailed feedback will enable the instructor to continuously tailor teaching methods and course content to meet the learning goals of the course and the academic needs of the students. They are a requirement of the course and are key to continue to provide you with the highest quality of teaching. The evaluations are anonymous; the instructor and administration do not track who entered what responses. A program is used to check if the student completed the evaluations, but the evaluation is completely separate from the student's identity. Since 100% participation is our goal, students are sent periodic reminders over three weeks. Students do not receive reminders once they complete the evaluation. Students complete the evaluation online in CampusConnect.

Academic Integrity and Plagiarism

This course will be subject to the university's academic integrity policy. More information can be found at <http://academicintegrity.depaul.edu/>. If you have any questions, be sure to consult with your professor.

Academic Policies

All students are required to manage their class schedules each term in accordance with the deadlines for enrolling and withdrawing as indicated in the University Academic Calendar. Information on enrollment, withdrawal, grading and incompletes can be found at: cdm.depaul.edu/enrollment.

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: csd@depaul.edu.

Lewis Center 1420, 25 East Jackson Blvd.

Phone number: (312)362-8002

Fax: (312)362-6544

TTY: (773)325.7296

Here is the most recent email from CSD (updated to reflect Autumns Quarter 2021):

"It's Autumn Quarter 2021! I want to take this opportunity to remind you of the support available to you, and the accommodations available to students with documented disabilities in your courses. While most classes have switched to remote learning formats for this term, I want

you to know that our staff continues to be available to support you and your students. We can be reached at:

*Loop Campus Staff 773-325-1677 www.tinyurl.com/CSDVirtualOffices
9am.-5pm. Monday through Friday, except holidays
Website: <http://go.depaul.edu/csd>*

Exam Accommodations

Whenever possible this Fall Quarter, we encourage you to make your exams available to students online because Center for Students with Disabilities (CSD) campus offices will be closed this term. We've made this temporary change to our policy to encourage social distancing and to reduce the footprint students and faculty will have on campus.

This means that students approved for extended time for their exams will need you to adjust the amount of time allotted for the exercise. Please send an email to fits@depaul.edu if you need assistance with adjusting the time for your students' exams.

Please contact our office if you have any questions about how to proceed, or other questions about students' accommodations.

General Information

At the start of each new term, we ask that faculty check to see the names and accommodations of CSD students identified in your courses. For more information on how to identify those students on your roster, go to the link below. If you have difficulty seeing student accommodations on your class roster, please contact our office.

Faculty Resources Link

Students with disabilities who have not already registered with the CSD, may also self-disclose themselves to you during their participation in your course or advising session.

As DePaul has legal obligations regarding students with disabilities, we ask that rather than working with these students to assess reasonable accommodations yourself, you direct students who have not already done so to get in contact with CSD to discuss their options.

We encourage you to include in your syllabi a statement which advises students with disabilities to contact our office if they are interested in accommodations. Below is a sample statement that you may modify as you deem appropriate in light of our staff working remotely from home.

Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling you to access accommodations and support services to assist your success. There are two office locations:

*Loop Campus - Lewis Center #1420 - (312) 362-8002
Lincoln Park Campus - Student Center #370 - (773) 325-1677
Students can also email the office at csd@depaul.edu*

Students who are registered with the Center for Students with Disabilities are also invited to contact me privately to discuss how I may assist in facilitating the accommodations you will use in this course. This is best done early in the term. Our conversation will remain confidential to the extent possible.

In closing, the CSD coordinates the university's provision of accommodations and other services to students pursuant to the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.

As such we regularly work with students diagnosed with a range of disabilities such as learning disabilities, AD/HD, medical conditions, chronic illness, mental health disorders, and physical/visual disabilities, amongst others.

The CSD is also available as a resource for faculty and staff who may have questions about accommodating, or otherwise working with students with disabilities. For more information about our department please follow the link below.

<http://go.depaul.edu/csd>

We welcome you to contact our staff and discuss effective strategies for implementing accommodations that have been assigned by CSD for students in your course(s) as well as to discuss DePaul's obligations and services regarding students with disabilities.

Thank you for your continued support."

Gregory A. Moorehead, Director, Center for students with Disabilities