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# GAM 326: Games with a Purpose Pre-Production

Spring 2023-24

Course Modality: Course meets T 5:45PM - 9PM  
in CDM Center 202 at Loop Campus or online (link to Zoom on D2L)

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## Instructor Info

Instructor: Richard Wetzel (he/him)

Office: Daley 205D

Phone: 312-362-6955

Email: [richard.wetzel@depaul.edu](mailto:richard.wetzel@depaul.edu)

Office Hours: T 10.30AM – 12PM (in person)

W 9AM – 10.30AM (<https://depaul.zoom.us/my/richardwetzel>)

Communication: Email is the best way to reach me, and I will typically respond within 2 working days. I am not checking email outside of normal work hours or on weekends. Before emailing, please check if the answer can be found in this syllabus.

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## Course Description

This course introduces students to the growing field of Games With A Purpose (GWAP) and its manifold application areas such as health, education, social and personal change, activism, journalism, politics and advertising. After laying the theoretical foundation of games as expressive and persuasive media with transformational power, and establishing a framework for the design and assessment of GWAPs, the course focuses on the conceptualization, prototyping, playtesting and evaluation of concrete, client-based projects for purposes beyond entertainment.

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## Learning Outcomes

By the end of this course, students will be able to:

- understand the diverse field of Games With A Purpose and identify core elements
  - apply a theoretical framework to analyze such games
  - ideate, design, develop, and playtest a GWAP based on client requirements
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## Course Schedule

In the first part of the course, we will explore Games With A Purpose and their differences and commonalities by playing them during and outside of class. A theoretical framework will be used to analyze them. In the second part of the term, students will work in groups on a new GWAP based on client requirements. This game can take any form (digital, analog, hybrid, ...).

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## Recommended Readings

Harteveld, C. (2011). Triadic game design: Balancing reality, meaning and play. Springer Science & Business Media. [available on D2L]

Culyba, S. (2018). The Transformational Framework: A Process Tool for the Development of Transformational Games. Carnegie Mellon University. [available on D2L]

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## Class Policies

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### Changes to the Syllabus

This class will be shaped based on your participation, input, and interests. This means that not only the lesson plan but also this syllabus might be adapted during the term. We will discuss any changes during class, and the new syllabus will be uploaded to D2L, and announced via email.

This is syllabus version 1.1.

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### Attendance

We are only meeting ten times during this term. You should attend every class. Your attendance record is part of your final grade. If you cannot make it to class for any reason, you must email your instructor before the start of class. In such a case, it is your responsibility to show that you have engaged with the class content - despite not attending the session - in a meaningful way. You should do this by documenting any such work (e.g. doing activities, commenting on discussions, reflecting on class content, etc.) and uploading a report to D2L.

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### Late Work

To avoid grade penalties for late work, you must email the instructor before the submission deadline. Your email must contain a proposed new reasonable deadline for your late work. The instructor will usually accommodate these requests, but there is no guarantee.

If you submit late work without previous notice, you will receive a penalty of 3.33% per full day or part thereof that your submission is late. E.g. submitting 60 seconds or 23 hours late would both decrease a B- to a C+. Submitting 25 or 47 hours late would decrease a B- to a C.

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### Revisions

With your instructor's permission, you can resubmit a piece of work once. Changes to your original submission must be clearly highlighted. A resubmission can only ever improve your original grade by up to one whole letter grade (e.g. going from C+ to B+).

Submissions affected by late penalties can never be revised.

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### Assignments and Grading

There are 3 different assignment types in this class:

A: Weekly assignments of various types (readings, reflections, critiques, ...)

U: A group project developing a single GWAP over 3 milestones

## R: Personal reflection

Details of the assignments will be discussed in class, and you will find instructions as well as submission folders on D2L.

Assignments of type A will make up 10% of the final grade and are graded pass/fail.

Assignments of type U will make up 60% of the final grade.

Assignment R will make up 20% of the final grade.

The individual attendance record will make up 10% of the final grade.

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## Grading Scale

A	93-100	C+	77-79
A-	90-92	C	73-76
B+	87-89	C-	70-72
B	83-86	D	60-69
B-	80-82	F	0-59

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## Extra Credit

You will be able to gain extra credit for activities that either benefit this course directly or show a deeper personal engagement with Games With A Purpose. A typical example is attending a talk or event and reflecting on it. There will be an Extra Credit submission area on D2L outlining further requirements. If you have an idea for something that might be worth extra credit, talk to the instructor about details and specific requirements. Opportunities for extra credit might be pointed out during the term. Multiple submissions are possible. Students can gain a maximum of 10 additional grade points this way.

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## Use of AI

Generative AI tools are trained on existing texts, algorithms, and models to generate content like writing, images, and videos based on prompts from users. ChatGPT, Midjourney, Google Bard, and DALL-E are examples of generative AI tools. Unless the use of such systems is crucial for the specific game you are developing, you cannot use generative AI for any assignments.

If you are unsure if a specific tool makes use of AI, or if a specific tool is permitted for use on assignments in this course, please contact the instructor. Attempting to pass off AI-generated work as your own will violate [DePaul's Academic Integrity Policy](#).

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## University Policies & Resources

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### COVID-19 Updates

For the latest news and resources, please visit [DePaul's response to COVID-19 page](#).

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## Academic Integrity

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit Academic Integrity at DePaul University (<http://academicintegrity.depaul.edu>) for further details.

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## Library Resources

The DePaul University Library (<https://library.depaul.edu>) provides access to authoritative information sources, such as scholarly articles, journals, and books, primary sources, and research databases. Research help is available daily in-person and via chat, email, phone, or text. You may also make an appointment (in-person, phone, or Zoom) with a librarian to discuss your research projects.

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## Center for Students with Disabilities

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](mailto: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.

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## University Counseling & Psychological Services

[University Counseling & Psychological Services](#) (UCAPS) helps remove barriers to learning and support academic success by providing free, goal-focused, collaborative, short-term, confidential, individual, and group counseling services for DePaul's students. UCAPS has a diverse multi-disciplinary staff that includes licensed mental health professionals in psychology, counseling, and social work.

Students\* can talk to a therapist or schedule a brief screening and consultation appointment in the following ways:

- To speak directly to a therapist 24 hours a day, 7 days a week, students should call 773-325-CARE (2273) and Press "1" when prompted.

- To schedule a brief screening and consultation (BSC) appointment, students should call 773-325-CARE (2273) during regular business hours and Press "2" when prompted.
- Students can visit [go.depaul.edu/ucaps](https://go.depaul.edu/ucaps) and click the '[Schedule a Consultation](#)' button to use online scheduling for a Brief Screening & Consultation (BSC) appointment. Online scheduling is available Monday through Friday from 8:00 am to 4:30 pm. *All BSCs scheduled online are for phone appointments. To schedule an in-person or telehealth BSC, please call 773-325-CARE (2273) and Press "2" when prompted.*

\*Services are provided based on student eligibility. For full eligibility details please visit [go.depaul.edu/ucaps](https://go.depaul.edu/ucaps).

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## The Writing Center

I strongly recommend you make use of the Writing Center throughout your time at DePaul. The Writing Center provides free peer writing tutoring for DePaul students, faculty, staff, and alumni. Writing Center tutors work with writers at all stages of the writing process, from invention to revision, and they are trained to identify recurring issues in your writing as well as address any specific questions or areas that you want to talk about. Visit [www.depaul.edu/writing](https://www.depaul.edu/writing) for more information.

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## Name & Pronouns

I will gladly address you by the name and pronouns that you indicate. Please advise me of your name and/or your pronouns early in the quarter so that I may make appropriate notes in my records. Please also note that students may choose to identify within the University community with a first name that differs from their legal name, and they may also update their gender and gender pronouns. If a new name is identified, it will display as a "preferred name" in University-related systems and documents except where the use of the legal name is necessitated or required by University business or legal necessity. For more information and instructions on how to make these updates, please see the LGBTQIA Resource Center's [Personal Information Change](#) resources and the Student Preferred Name and Gender Policy at [policies.depaul.edu](https://policies.depaul.edu).

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## Dean of Students

The [Dean of Students Office \(DOS\)](#) promotes student learning and ethical decision making in an inclusive and validating environment. Utilizing a comprehensive approach to student advocacy that is informed by DePaul's Catholic, Vincentian, and urban mission, the office collaborates with students, staff, faculty, parents and community partners to support students in reaching their academic and personal success.

The Dean of Students Office is primarily responsible for administering and adjudicating violations of the Code of Student Responsibility at DePaul University. Additionally, the office provides the administrative withdrawal and absence notification process, and can help students identify campus and community resources in times of personal and/or family crises and medical emergencies.

You can contact the Dean of Students Office by calling (773) 325-7290 or emailing [deanofstudents@depaul.edu](mailto:deanofstudents@depaul.edu). In cases of emergency, please call the Department of Public Safety at (773) 325-7777.

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## Sexual & Relationship Violence

As a DePaul community, we share a commitment to take care of one another. Classroom relationships are based on trust and communication. Sometimes, material raised in class may bring up issues for students related to sexual and relationship violence. In other instances, students may reach out to faculty as a source of help and support. It is important for students to know that faculty are required to report information reported to them about experiences with sexual or relationship violence to DePaul's [Title IX](#) Coordinator. Students should also know that disclosing experiences with sexual or relationship violence in course assignments or discussion does not constitute a formal report to the University and may not begin the process of DePaul providing a response. Students seeking to report an incident of sexual or relationship violence to DePaul should contact Public Safety (Lincoln Park: 773-325-7777; Loop: 312-362-8400) and/or the Title IX Coordinator (Lincoln Park: 312-362-8970 or [titleixcoordinator@depaul.edu](mailto:titleixcoordinator@depaul.edu)).

Students seeking to speak confidentially about issues related to sexual and relationship violence should contact a Survivor Support Advocate in the Office of Health Promotion & Wellness for information and resources (773-325-7129 or [hpw@depaul.edu](mailto:hpw@depaul.edu)). More information is available at <http://studentaffairs.depaul.edu/hpw/shvp.html>. Students are encouraged to take advantage of these services and to seek help around sexual and relationship violence for themselves as well as their peers who may be in need of support.

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## Basic Needs

Access to nutritious food and reliable housing are factors that influence many students' ability to succeed in the classroom and beyond. However, students facing food or housing insecurities may be hesitant to call attention to their ongoing struggles. DePaul University is committed to and cares about all students. To help you manage personal challenges and basic needs security, the university offers several resources. Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, is urged to contact the Dean of Students Office for support: by calling (773) 325-7290 or emailing [deanofstudents@depaul.edu](mailto:deanofstudents@depaul.edu). You can also contact [Elizabeth Ann Seton Food Pantry and Sandwich Kitchen](#) and the [Dax Program](#) (Chicago - Depaul; email: [emily.edwards@depaulusa.org](mailto:emily.edwards@depaulusa.org); phone: (312) 362-7931 for support. The Center for Access and Attainment has also created [a guide for Food and Housing Resources](#) that you can review.

If you are comfortable doing so, please also let me know about these challenges, so that I can help you access resources.