



GAM 205: Games Literacy

Winter 2019

M/W 3:10 – 4:40 p.m., CDM 220

Instructor: Jonathan Hey

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(This one “ports” from D2L mass emails)

Office hours:	Mon/Wed	10 am – 12 pm	CDM 635
	Thur	3 pm – 5 pm	CDM 635

Last day to drop with full refund: Jan 18

Last day to withdraw: Feb 22

Course description

This lecture course introduces students to the evolving forms, uses, and design of games. Topics covered include the tactility of play, the breadth of games as a field, the changing contexts in which games are designed and consumed, and the way communities shape and are shaped by games. Students will meet and discuss in small groups, and ultimately imagine a future for games in our society.

Required texts

...will all be provided as PDF scans or available to read online.

Learning goals

- Develop an appreciation for the diversity of play and games;
- Learn frameworks and vocabulary for critically analyzing and discussing games;
- Understand the larger cultural context within which a game exists;
- Develop a sense for the poetry and rhythm of games;
- Strengthen the ability to work, organize and discuss in groups.

Grading breakdown

- 35% – **Group assignments**
 - Students are expected to meet with their groups to play games and have discussions outside of class time.
- 35% – **Microgames**
 - Each student will design and write a rhetorical microgame (one page at most) every week.
- 25% – **Final presentation**
 - For our final, students write and present their personal manifesto for the future of game design
- 5% – **Attend panel**
 - During the quarter (date TBA), a panel of union organizers will give a talk on labor issues in the games industry. You are required to attend.

Microgames

Every week (starting January 14), students will write and submit a microgame. These games can be short, simple, and do not have to even be playable. Use them as a response to readings and in-class topics.

Notes on assignments

All assignments will be submitted through D2L. Late assignments will only be counted with explicit permission from your professor. If you think you will need extra time on an assignment, *contact your professor to request an extension as soon as possible.*

Assignment due dates

<i>Jan 16 (Wed)</i>	Folk games
<i>Jan 30 (Wed)</i>	Board games
<i>Feb 13 (Wed)</i>	Role-playing
<i>Feb 27 (Wed)</i>	Art show
<i>Mar 18 (Mon)</i>	<u>Final presentation</u> CDM 220 2:30pm-4:45pm

Letter grade equivalencies

A	95-100	C	73-76
A-	91-94	C-	69-72
B+	88-90	D+	65-68
B	85-87	D	61-64
B-	81-84	F	0
C+	77-80		

Class schedule

Mondays		Wednesdays	
<i>Jan 7</i>	What is a game?	<i>Jan 9</i>	Different lenses on play
<i>Jan 14</i>	Play communities	<i>Jan 16</i>	Formal qualities of games
<i>Jan 21</i>	<i>Martin Luther King Day*</i>	<i>Jan 23</i>	Radical formal games
<i>Jan 28</i>	Tabletop, Role-playing, LARP	<i>Jan 30</i>	Platform studies
<i>Feb 4</i>	Microcomputers	<i>Feb 6</i>	Shareware and distribution
<i>Feb 11</i>	Hacking and modding	<i>Feb 13</i>	Interactive fiction
<i>Feb 18</i>	Creative and expressive play	<i>Feb 20</i>	Sound play
<i>Feb 25</i>	Architecture	<i>Feb 27</i>	Art show!
<i>Mar 4</i>	The larger games community	<i>Mar 6</i>	Labor in game development
<i>Mar 11</i>	Implicit and explicit politics	<i>Mar 13</i>	Intimacy in games
<i>Mar 18</i>	Final (11:30 a.m. – 1:45 p.m.) CDM 220		

**** (University closed, no class on Martin Luther King Day)***

Disclaimer

This syllabus is subject to change at any time. Important changes will be announced in class, on D2L, and/or via email.

Course policies

- *D2L*: This class relies on D2L for submission of assignments and online discussion.
- *Attendance*: Please let your professor know in advance (as much as possible) before missing class.
- *Assignments*: All assignments are due by the end of the day on the date given *unless you have gotten an explicit extension*, negotiated *in advance* either in person or via email. Don't email me about an extension the night before an assignment is due; Request your extension as early as possible.
- *Office hours*: I will be in my office every Monday and Wednesday from 10 am to 12 noon, and Thursdays from 3 pm – 5 pm – drop-ins are welcome. You can also email to request an appointment at another day or time.

Academic integrity

Please refer to the DePaul Student Handbook <http://academicintegrity.depaul.edu/> for information regarding academic integrity violations including policies on cheating and plagiarism. Violation of this policy can result in automatic failure of an assignment, course, or more. Sources should always be acknowledged and linked directly if possible – that includes code or assets used for multimedia or game-based work.

Civil discourse

DePaul University is a community that thrives on open discourse that challenges students, both intellectual 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.

Online course evaluations

Evaluations are a way for students to provide valuable feedback regarding their instructor and 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 Campus Connect.

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. My email address is jhey@depaul.edu. 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.

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