

COMM 3513 Video Games & Society

School of Communication | Spring 2021 | Section 27297

Distance Learning (100% online, completely asynchronous)

Instructor: Dr. Nicholas Matthews

- Email: See communication policy for my email address and phone number
- Office: 3062 Derby Hall (Unavailable for face-to-face meetings during COVID lock down)
- Office hours: Tuesdays from 10A.M. - 11A.M. & Wednesdays from 1P.M. - 2P.M. via Carmen Zoom: [Link to meeting room](#)

TA: Sean Burrige

- Email: burridge.6@osu.edu
- Office: [Link to Zoom Meeting Room](#)
- Office hours: Tuesdays and Thursday from 1 to 2pm

TA: Erin Drouin

- Email: drouin.6@osu.edu
- Office: [Link to Zoom Office Hours](#)
- Office hours: TBA

Course description

In this course we will review historic and contemporary scientific research to explain what video games are and how they affect individuals and society. To demonstrate social science's unique contribution to this area, we will highlight how games force researchers to adapt common methods to study video games and society.

The course is segmented into 3 major units. Each unit presents a mix of topics that accomplish multiple learning objectives simultaneously.

The first unit primarily reviews topics that introduce video games by explaining what they are, their history, how people use them, and what aspects of games make them unique relative to other media. Additionally, the first unit introduces students to the fundamentals of academic research by explaining the nature of knowledge, how to read scientific papers, and how to develop testable ideas when conducting games research.

The second unit primarily reviews research from media psychology to explain how games influence individuals. The second unit also completes the review of academic research fundamentals by reviewing how social scientists study games methodologically. Finally, unit two also demonstrates how games professionals use the knowledge reviewed in the course to perform their jobs.

The third unit primarily reviews academic research that explains how games influence societies. To do this, unit three covers work related to culture, gender, sexuality, race, class, ethics, and economics.

Course learning goals and outcomes

The culmination of all three units help students achieve the following three general learning goals:

- Students will learn what video games are and their unique properties relative to other communication media
- Students will learn how video games influence individuals and society
- Students will learn how social scientists study video games and their effects
- Students will learn how to locate, evaluate, and summarize social scientific reports

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

- Demonstrate their knowledge of social scientific consensus and debates surrounding video games' influence on individuals and societies
- Recognize and apply theoretical knowledge to concrete scenarios
- Analyze and evaluate social scientific reports

Mode of delivery

This course will be presented fully online, asynchronously. Each week, the instructor will post 1-2 pre-recorded lectures in the modules section of Carmen.

Required materials

Textbook. There is no textbook required for this course.

PDFs. I will provide PDFs of additional readings in the files section of Carmen. Please see the final section of the syllabus for a full list of all PDF readings.

Class structure

Course structure

I have divided the course into 3 units. Units 2 & 3 repeat the structure of unit 1. This means that the order that you complete work in unit 1 repeats in units 2 and 3. Use this cyclical structure to help you anticipate deadlines and plan your work accordingly.

Unit structure

Within each class unit, you will complete 1 exam, 1 project milestone, 2 rotating activities, and you will have 1 off-week from rotating activities. On most weeks (10 total), you will submit a weekly reading quiz.

Weekly structure

Each week, the-prerecorded lectures and assignments open in the Modules section of Carmen on Saturday at 12:01 A.M. Assignments are due at 5:00 P.M. each Friday.

In a typical week, everyone must complete the weekly reading quiz. Depending on your group number, you may also have to complete an activity. For activities, each week, two-thirds of the class submits an engagement activity and one-third has no activity due. This rotates each week.

The module section of our Carmen site is person-specific. In other words, it will tell you exactly what you have to submit for any given week. Please reference the syllabus if you are not sure what is due any given week.

Grading Plan

| Assignment | Percentage of final grade |
|----------------------|---------------------------|
| Exams | 50% |
| Reading quizzes | 10% |
| Rotating assignments | 20% |
| Project | 20% |

Grading policy & scale

I use the standard OSU grading scale. I do not round/bump grades. If this course is required for you to graduate or to avoid academic probation/expulsion, I expect you to perform at your best to avoid an undesirable outcome. Be proactive. Be professional.

| | | | |
|-----------------|-----------------|-----------------|-----------------|
| | B+ 87.00-89.99% | C+ 77.00-79.99% | D+ 67.00-69.99% |
| A 93.00-100% | B 83.00-86.99% | C 73.00-76.99% | D 60.00-66.99% |
| A- 90.00-92.99% | B- 80.00-82.99% | C- 70.00-72.99% | F 0-59.99% |

Assignments

Four examinations

The four exams are open notes/book. Exams cover lectures and readings. All exam questions are multiple choice type questions. Most exam questions are applied rather than definition/fact-based. As a result, the exams are difficult.

There is one non-cumulative exam for each of the 3 course units. There is 1 cumulative final. The unit exams are about 20 questions with a time limit of about 40 minutes. The cumulative final is about 10-15 more questions with a somewhat longer time limit.

The time limit makes looking up individual answers difficult. Given this, studying for the exam as you would for a closed book in-person exam is recommended.

You have one attempt to complete each exam. The lateness penalty applies to exams meaning that you can take the exam after the deadline passes but you will suffer a point penalty (see late work policy for details). You may not work in groups on the exams.

I drop your lowest exam grade. This means that if you are satisfied with your 3 unit exams, you may omit the cumulative final. Alternatively, the cumulative final can serve to replace a low test grade. Please prepare well and do not wait until the last minute to start an exam, as technological issues can occur. I tend to release exam grades within 7 days after the exam window closes. If you have questions, please use the discussion board.

Six group-based rotating activities (RAs)

Rotating activities (RAs) are assessments of your comprehension of course material. The assignment due rotates each week depending on your group number. All RAs are equally-weighted in terms of points. I tend to release RA grades within 10 days after the assignment closes.

In week 2, you will be assigned to a core group (about 20 people). Each core group has an associated number and teaching assistant (TA). Your group membership (and therefore your group number and TA) remain the same throughout the semester. You do not have to rely on others in your group to complete RAs. Groups-based RAs allow you to comment and discuss on each other's submissions and ultimately help you learn how others interpret course content. Although I recommend interacting with one another, it is not required.

Engagement RAs. These ask you to relate a specific concept from lecture to your everyday life. For example, an engagement activity RA on the effects of game violence could ask you to explain why some argue that playing video games causes aggression, then explain why some argue that playing video games does not cause aggression, and then explain and defend your own position in the debate.

This theory-to-practice application will challenge you to demonstrate your understanding of video games' influence on individuals and society. Additionally, the engagement RAs will help you prepare for the exam, as exam questions are mostly applied rather than definition based. Engagement RAs are 1-2 paragraph responses to prompts surrounding a single concept/phenomenon from lecture. You post your response semi-publicly to your group discussion board. Your TA will grade you on your completion of all components and the accurate application of course material in your response.

I drop your single lowest RA assignment grade. You may submit RAs after the due date with a point penalty as explained in the late work policy (see below). If you have questions about RAs, please ask using the Rotating Activities (RAs) message board.

One project

The project challenges you to review, synthesize, and report on academic research related to a specific topic related to games and society. The project scaffolds into three milestones. For each milestone, I will provide comprehensive instructions and grading criteria at least 2 weeks prior to each due date. I tend to release project grades within 14 days after the assignment closes.

Milestone 1: For milestone 1, you will identify the topic that provides the foundation for subsequent milestones. Then, you will read content analyses published in peer-reviewed academic journals on your topic to help you learn about the prevalence of the phenomenon you chose. Then, you will compose a short essay (<800 words total) on the topic that summarizes what you've learned. You will submit the paper via Carmen. Your TA will grade your work using a rubric.

Milestone 2: For milestone 2, you build off the topic you selected for milestone 1. To do this, you will read 2 experiments published in peer-reviewed academic journals on your topic to help you learn about the effects of the phenomenon you chose. Then, you will compose a short essay (<800 words total) on the topic that summarizes what you've learned. You will submit the paper via Carmen. Your TA will grade your work using a rubric.

Milestone 3: For milestone 3, you will synthesize and extend the work you have done on the topic you selected for milestone 1 and continued in milestone 2. Your goal is to demonstrate your knowledge of social scientific consensus and debates surrounding video games' influence on individuals and societies. To do this, you will compose a short essay (<800 words total). You will submit the paper via Carmen. Your TA will grade your work using a rubric.

Reading quizzes

Reading quizzes are short weekly quizzes that help motivate you to read and keep up with course content. Unlike exam questions, quiz questions are definition/fact based rather than applied. Also, quizzes are easier than exam questions. Reading quiz grades are released immediately via Carmen.

I drop your 2 lowest reading quiz grades. You have 3 attempts for each quiz. Quizzes are not timed. We record your highest score in the grade book. You may not submit quizzes after the 5PM deadline. Once the deadline passes, you forfeit all points for that week's quiz. In other words, the lateness policy does **not** apply to weekly quizzes.

Communication Policy

Please avoid the following:

- **Using Canvas messages/mail.** Use Buckeye email instead. Canvas messages cannot be tracked and they erase previous messages in the email chain. As a result, Canvas messages cannot be used as evidence of communication attempts.
- **Emailing outside of business hours/days.** Email messages are answered during business hours (before 5 P.M.) on business days (Monday-Friday).
- **Unprofessional messages.** Please include your course number, a salutation, and your full name along with a courteous message.

- **Emails that require immediate attention.** Messages will be answered within 24 hours of receipt on business days. Be professional and plan ahead.
- **Using non-OSU email addresses for correspondence.** Only messages from OSU accounts can be tracked. Non-OSU accounts are often identified as spam.

What to do if you have a question:

- **First source:** course message boards. It is likely that your question has already been answered on the discussion boards. Please post to the appropriate board to ensure an accurate and swift answer.
- **Second source:** email your TA. **Your TA is your lifeline for this course.** They know you and your work well. Consider them your resource for questions regarding content, scheduling, accommodations, or anything not addressed in the discussion boards.
- **Third source:** the instructor. If both the message boards and your TA cannot help you, contact me at matthews.345@osu.edu or visit my office hours (see top to syllabus).

Course-Specific Policies

Deadlines. All deadlines are in Eastern Time (ET).

Late work. You must submit reading quizzes before the deadline or you forfeit all possible points. You may submit exams, rotating assignments, and projects after the deadline, but you will incur a point penalty.

Lateness penalties increase cumulatively. Submitting work 1 second after the deadline yields a -2% point penalty. For each additional hour after the deadline, you lose an additional -2%. This means that you may submit work up to 48 hours after the due date.

Unenrollment. OSU does not recognize unenrollment as a valid excuse for missing work. If you become unenrolled from the course for any reason, it is your responsibility to contact me and establish alternative means to submit work prior to the specified deadline. If you suspect that this policy will affect you, I recommend saving the syllabus to your local computer or printing it out for reference.

Professionalism. You must ensure that the work you submit is correct and accessible. Submitting the wrong link, submitting to the wrong location, submitting files that are corrupt, the wrong version, the wrong format, missing components, the wrong file type, etc. is unprofessional. It is your responsibility to check the integrity of your work immediately following submission. If we cannot access your submission, you forfeit all points for your submission.

If your work is unprofessional, you may re-submit your work via Carmen before the deadline passes without penalty. If technical issues prevent you from re-submitting, you may email your TA your submission before the deadline passes. After the deadline passes, you may re-submit work that you discover is unprofessional, but we will apply the lateness penalty to the final submission.

Technology issues. According to course requirements, you must have regular internet-connected access to a working computer with some form of data redundancy (e.g., Buckeye Box). Remember that OSU's computer labs are available should you need them. Only system-level technological interruptions documented by OSU ([see this page](#)) excuse late or missing work.

If you experience a problem with OSU systems (e.g., email, Carmen, etc) not documented by OSU, you must raise a ticket with IT ([see this page](#)). If IT confirms your issue, we will recognize IT's confirmation as a valid excuse for missing work.

Grade appeals. You may send your TA an email to instigate a grade appeal within 1 week after the grade has been posted. An appeal is a formal process with explicit rules. Appeals can result in an unchanged grade, a higher grade, or a lower grade. If you wish to appeal a grade, email your TA that you wish to appeal and then await further instructions.

Course leave. If you become seriously ill or something happens to you that prevents you from participating in the course for an extended amount of time (e.g., mental illness or a friend's mental illness, taking care of an immediate family member, childbirth, etc.), you may apply for course leave. You must let the instructor know of your situation as soon as practical when you become aware of the need for leave to avoid point penalties (either the day you learn of the need or the next workday). Be proactive by letting us know asap if you think you need leave. We will not grant leave retroactively. Course leave is similar to OSU's Family and Medical Leave (FML) and has many of the same rules ([see here for more information](#)). If you qualify for leave, we will allow you to make up missed work with the following point penalties:

- -0% for work due 6 days prior to notification
- -33% for work due 7-13 days prior to notification
- -66% for work due 14-20 days prior to notification
- -100% for work due > 20 days prior to notification

Credit hour and work expectation

This is a 3-credit-hour course. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average. [ASC Honors](#) provides an excellent guide to scheduling and study expectations.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

Tone and civility: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. The instructor and TA both work very hard to provide a positive learning experience. Please keep this in mind and remain civilized and respectful in your email and discussion board communications.

Citing your sources: When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, please use APA style. For online sources, be sure to include a link.)

Course technology policies

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

Baseline technical skills necessary for online courses

Basic computer and web-browsing skills

Navigating Carmen

Necessary equipment

Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection

Web cam and microphone

Necessary software

Word processor with the ability to save files under .doc, .docx, .rtf, or .pdf. Most popular word processing software programs including Microsoft Word and Mac Pages have these abilities. Note, OSU students have access to Microsoft Office products free of charge. To install, please visit https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733

Carmen

Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit carmen.osu.edu. Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit my.osu.edu.

Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor. See [Carmen accessibility for more](#).

Carmen Zoom

Office hours will be held through Ohio State's conferencing platform, Carmen Zoom. A separate guide to accessing Carmen Zoom and our office hours is posted on the course Carmen page under Files.

Students may use the audio and video functions if a webcam and microphone are available. If not, there is still a chat function within Carmen Zoom for the student to live chat with the professor or TA in the virtual office hours room.

[Carmen Zoom](#) help guide

Turnitin

Students at The Ohio State University are accountable for the integrity of the work they submit. Therefore, you should be familiar with the guidelines provided by the [Committee on Academic Misconduct \(COAM\)](#) and [Section A of OSU's Code of Student Conduct](#) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, OSU has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to Turnitin from Carmen. When grading your work, I will interpret the originality report, following [Section A of OSU's Code of Student Conduct](#) as appropriate. For more information about Turnitin, please see [the vendor's guide for students](#). Note that submitted final papers become part of the OSU database.

Self-Service and Chat support: <http://ocio.osu.edu/selfservice>

Phone: 614-688-HELP (4357)

Email: 8help@osu.edu

TDD: 614-688-8743

OSU Policies

Accessibility accommodations for students with disabilities

Requesting accommodations

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

Student Academic Services

Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is: <http://advising.osu.edu/welcome.shtml>

Student Services

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu>

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Diversity

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Interim Ohio State Title IX Coordinator, Molly Peirano, at titleix@osu.edu

Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24-hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445)

COVID-19 and Illness Policies

University COVID policies

This is a placeholder for policies to be announced by OSU.

Student illness or absence

If *you* are too ill to participate in this course due to COVID-19 or another illness, please contact the instructor as soon as you are able. All materials will be made available on Carmen, including lecture recordings and slides. Alternate assignments or extensions may be arranged.

Instructor illness or absence

If the *instructor* is too ill to teach the course for a period of time, the designated backup for this course will step in. You will be notified via email from the School of Communication.

Academic integrity policy

Policies for this online course

Written assignments: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.

Reusing past work: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

Falsifying research or results: All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>

Course Schedule

| Week | Dates | Weekly overview | Deadlines |
|------|--|---|--|
| 1 | <p>Mon 1/11</p> <p>(atypical start date due to first week starting on Tuesday)</p> | <p>What is a video game & how do people study games</p> <p>Read</p> <ul style="list-style-type: none"> • Lowood (p. 25-41) <p>Watch all videos in the weekly module including the following lectures:</p> <ul style="list-style-type: none"> • A brief history & definition of video games | <p>Submit before 5pm on Friday:</p> <ol style="list-style-type: none"> 1. Syllabus quiz 2. Weekly reading quiz |
| | <p>Friday 1/15</p> | | |
| 2 | <p>Sat 1/16</p> <p>(first regular start date)</p> | <p>What is a video game & how do people study games</p> <p>Read</p> <ul style="list-style-type: none"> • Jordan & Zanna (p. 1-8) • Schmierbach (p. 147-172) <p>Watch all videos in the weekly module including the following lectures:</p> <ul style="list-style-type: none"> • Reading and critiquing video game research papers • Studying games: content analysis | <p>Submit before 5pm on Friday:</p> <ol style="list-style-type: none"> 1. Group intro activity (takes the place of the normal weekly reading quiz) 2. Groups 1-2: Engagement RA 3. Groups 3-4: Engagement RA 4. Groups 5-6: Off week! No RA due. |
| | <p>Friday 1/22</p> | | |

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| 3 | Sat 1/23 | <p>How are games made & how do people study games</p> <p>Read</p> <ul style="list-style-type: none"> • Williams (p. 1-10) • Consalvo (p. 177-191) • Vreese & Neijens (p. 69-80) | <p>Submit before 5pm on Friday:</p> <ol style="list-style-type: none"> 1. Reading quiz 2. Groups 1-2: Off week! No RA due. 3. Groups 3-4: Engagement RA 4. Groups 5-6: Engagement RA |
| | Fri 1/29 | <p>Watch all videos in the weekly module including the following lectures:</p> <ul style="list-style-type: none"> • Game designer interview: How are games made? • Studying games: survey | |
| 4 | Sat 1/30 | <p>Game motivations & how do people study games</p> <p>Read</p> <ul style="list-style-type: none"> • Rogers (p. 446-450) • Bowman book Ch. 1 (p. 1-24) | <p>Submit before 5pm on Friday:</p> <ol style="list-style-type: none"> 1. Weekly quiz 2. Groups 1-2: Engagement RA 3. Groups 3-4: Off week! No RA due. 4. Groups 5-6: Engagement RA |
| | Fri 2/5 | <p>Watch all videos in the weekly module including the following lectures:</p> <ul style="list-style-type: none"> • Why do we play games • How interactivity makes game unique | |

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|---|-------------|---|---|
| 5 | Sat 2/6 | Avatars & Project milestone 1 Read | Submit before 5pm on Friday: 1. Project milestone 1 |
| | Fri 2/12 | Watch all videos in the weekly module including the following lectures: | |
| 6 | Sat 2/13 | End of unit 1 No readings | Submit before 5pm on Friday: • Exam I |
| | Fri 2/19 | No lectures | |
| 7 | Sat 2/20 | Prosocial effects & Entertainment Read <ul style="list-style-type: none"> • Falin & Pena (p. 23-32) • Sparks (p. 41-50) | Submit before 5pm on Friday: <ol style="list-style-type: none"> 1. Weekly quiz 2. Groups 1-2: Engagement RA 3. Groups 3-4: Engagement RA 4. Groups 5-6: Off week! No RA due. |
| | Fri 2/26 | Watch all videos in the weekly module including the following lectures: <ul style="list-style-type: none"> • Understanding avatars and their importance • Studying games: experiment | |

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| 8 | Sat 2/27 | <p>Objectification & Skill acquisition</p> <p>Read</p> <ul style="list-style-type: none"> • Passmore & Holder (p. 1-36) • Daneels et al (p. 1-18) | <p>Submit before 5pm on Friday:</p> <ol style="list-style-type: none"> 1. Weekly quiz 2. Groups 1-2: Off week! No RA due. 3. Groups 3-4: Engagement RA 4. Groups 5-6: Engagement RA |
| | Fri 3/5 | <p>Watch all videos in the weekly module including the following lectures:</p> <ul style="list-style-type: none"> • Cooperative play & prosocial effects • Entertainment outcomes of game use | |
| 9 | Sat 3/6 | <p>User experience research & game violence</p> <p>Read</p> <ul style="list-style-type: none"> • Tomkins & Lynch (p. 119-136) • Bowman book Ch. 2 (p. 25-43) | <p>Submit before 5pm on Friday:</p> <ol style="list-style-type: none"> 1. Groups 1-2: Engagement RA 2. Groups 3-4: Off week! No RA due. 3. Groups 5-6: Engagement RA |
| | Fri 3/12 | <p>Watch all videos in the weekly module including the following lectures:</p> <ul style="list-style-type: none"> • Game bodies and objectification • What skills do video games teach | |
| 10 | Sat 3/13 | <p>Data analytics & Project milestone 2</p> <p>Read</p> <ul style="list-style-type: none"> • TBA | <p>Submit before 5pm on Friday:</p> <p>Project milestone II</p> |
| | Fri 3/19 | <p>Watch all videos in the weekly module including the following lectures:</p> <ul style="list-style-type: none"> • The life of a UX researcher | |

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| 11 | Sat 3/20 | <p>End of unit 2</p> <p>No readings</p> <p>No lectures</p> | <p>Submit before 5pm on Friday:</p> <ul style="list-style-type: none"> • Exam II |
| | Fri 3/26 | | |
| 12 | Sat 3/27 | <p>Games and culture I</p> <p>Read</p> <ul style="list-style-type: none"> • The debate behind video game violence (20 minute video) • Ferguson (p. 118-129) • Hanus & Fox (p. 162-151) <p>Watch all videos in the weekly module including the following lectures:</p> <ul style="list-style-type: none"> • Game violence and aggression • Gamification | <p>Submit before 5pm on Friday:</p> <ol style="list-style-type: none"> 1. Weekly quiz 2. Groups 1-2: Engagement RA 3. Groups 3-4: Engagement RA 4. Groups 5-6: Off week! No RA due. |
| | Fri 4/2 | | |
| 13 | Sat 4/3 | <p>Games and culture II</p> <p>Read</p> <ul style="list-style-type: none"> • Tamborini (p. 39-44) • Fox & Tang (p. 1290-1307) <p>Watch all videos in the weekly module including the following lectures:</p> <ul style="list-style-type: none"> • The influence of games on culture • Gender dynamics in video games | <p>Submit before 5pm on Friday:</p> <ol style="list-style-type: none"> 1. Weekly quiz 2. Groups 1-2: Off week! No RA due. 3. Groups 3-4: Engagement RA 4. Groups 5-6: Engagement RA |
| | Fri 4/9 | | |

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|-------------|------------------------------------|--|---|
| 14 | Sat 4/10 | <p>Games and culture III</p> <p>Read</p> <ul style="list-style-type: none"> • Gray (p. 411-428) • Bowman book Ch. 12 (p. 193-207) <p>Watch all videos in the weekly module including the following lectures:</p> <ul style="list-style-type: none"> • Race & class • Fame | <p>Submit before 5pm on Friday:</p> <ol style="list-style-type: none"> 1. Weekly quiz 2. Groups 1-2: Engagement RA 3. Groups 3-4: Off week! No RA due. 4. Groups 5-6: Engagement RA |
| | Fri 4/16 | | |
| 15 | Sat 4/17 | <p>Games economics</p> <p>Read</p> <ul style="list-style-type: none"> • Castronova (p. 1-18) <p>Watch all videos in the weekly module including the following lectures:</p> <ul style="list-style-type: none"> • Game economies and industry economics | <p>Submit before 5pm on Friday:</p> <p>Project milestone III</p> |
| | Fri 4/23 (last day of class) | | |
| Finals week | Sat 4/24 | <p>Exam III opens: TBA</p> <p>Exam III closes: TBA</p> <p>Exam IV opens: TBA</p> <p>Exam IV closes: TBA</p> | <p>EXAM III</p> <p>EXAM IV</p> |
| | Fri 4/30 | | |

Course reading list

Jordan, C. H., & Zanna, M. P. (1999). How to Read a Journal Article in Social Psychology 1, 2.

Lowood, H. (2006). A brief biography of computer games. *Playing video games: Motives, responses, and consequences*, 25-42.

Williams, I. (2015) Crunched: has the games industry really stopped exploiting its workforce? *The Guardian*.

Consalvo, M. (2008). Crunched by passion: Women game developers and workplace challenges. *Beyond Barbie and Mortal Kombat: New perspectives on gender and gaming*, 177-91.

Schmierbach, M. (2009). Content analysis of video games: Challenges and potential solutions. *Communication Methods and Measures*, 3(3), 147-172.

Rogers, R. (2017). The motivational pull of video game feedback, rules, and social interaction: Another self-determination theory approach. *Computers in Human Behavior*, 73, 446-450.

De Vreese, C. H., & Neijens, P. (2016). Measuring media exposure in a changing communications environment.

Sparks, G. (2016). *Media effects research: A basic overview* (5th edition).

Falin, J. & Peña, J. (2017). Shape & size: The body electric. In J. Banks (Ed.), *Avatar, assembled: The social and technical anatomy of digital bodies*, (pp. 23-32). Peter Lang.

Passmore, H. A., & Holder, M. D. (2014). Gaming for good: Video games and enhancing prosocial behavior. *Journal of Communications Research*, 6(2), 199-224.

Daneels, R., Vandebosch, H., & Walrave, M. (2020). “Just for fun?”: An exploration of digital games’ potential for eudaimonic media experiences among Flemish adolescents. *Journal of Children and Media*, 1-17.

Tompkins, J. E., & Lynch, T. (2018). The concerns surrounding sexist content in digital games. In *Video game influences on aggression, cognition, and attention* (pp. 119-136). Springer, Cham.

Ferguson, C. (2019) The evolutionary roots of media-based moral panics.

Tamborini, R. (2011). Moral intuition and media entertainment. *Journal of Media Psychology: Theories, Methods, and Applications*, 23(1), 39.

Fox, J., & Tang, W. Y. (2017). Women’s experiences with general and sexual harassment in online video games: Rumination, organizational responsiveness, withdrawal, and coping strategies. *New Media & Society*, 19(8), 1290-1307.

Gray, K. L. (2012). Intersecting oppressions and online communities: Examining the experiences of women of color in Xbox Live. *Information, Communication & Society, 15*(3), 411-428.

Hanus, M. D., & Fox, J. (2015). Assessing the effects of gamification in the classroom: A longitudinal study on intrinsic motivation, social comparison, satisfaction, effort, and academic performance. *Computers & education, 80*, 152-161.

Castronova, E. (2008). A test of the law of demand in a virtual world: Exploring the petri dish approach to social science.