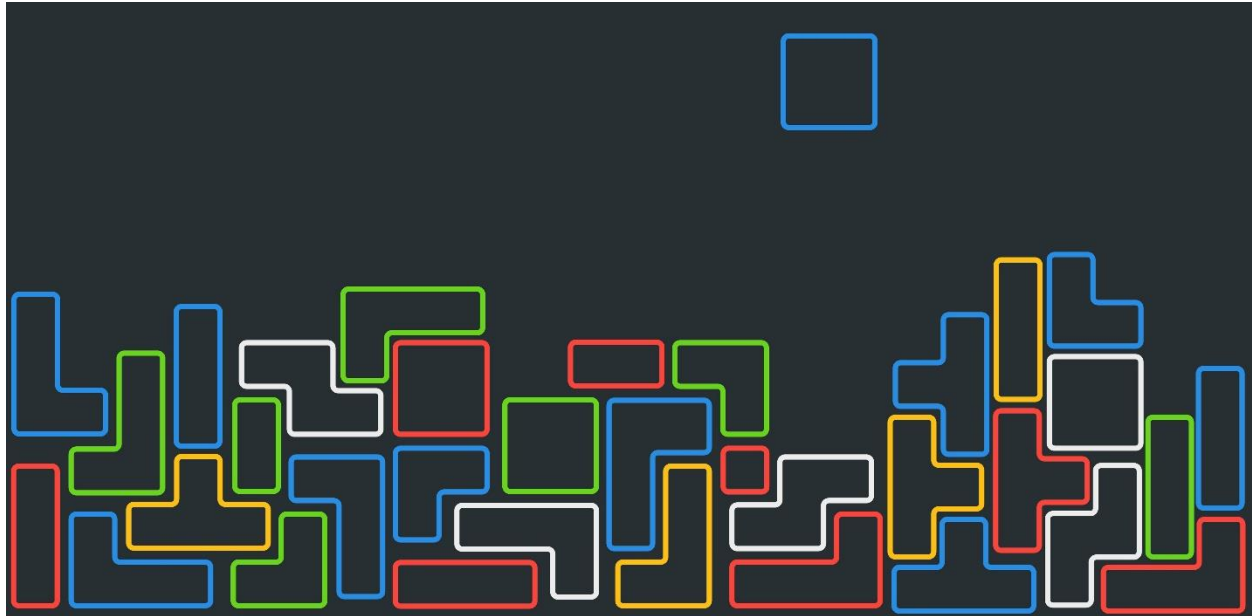


# COMM3513: Video Games & Society (OL)

School of Communication | Spring 2025 | Section 26596



**Professor: Dr. Teresa Lynch (she/her)**

- **E-mail:** [lynch.659@osu.edu](mailto:lynch.659@osu.edu)
- **Digital Office:** Carmen Zoom Room
- **Office Hours (online only):** Office Hours Sign Up

**Graduate Teaching Assistant: Sebs Lubert (they/them)**

- **E-mail:** [lubert.5@buckeyemail.osu.edu](mailto:lubert.5@buckeyemail.osu.edu)
- **Digital Office:** Carmen Zoom Room
- **Office Hours (online only):** By appointment (email to request)

## COURSE DESCRIPTION & GOALS

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 4 major units. Each unit presents a mix of topics that accomplish multiple learning objectives simultaneously.

The first unit primarily reviews core 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 investigating people's interactions with video games by explaining the nature of knowledge, how to read scientific papers, and how to develop testable ideas when conducting games research.

The next three units delve into communication science and media psychology research on video games at three levels: content, context, and players. In the first unit (content), we will consider topics related to avatars and non-playable characters, digital environments, and the rules and mechanics of games. In the second unit (context), we will consider topics related to culture, morals, platforms, accessibility, and the development of games. In the third unit (players), we will consider who plays games (and what types), what motivates people to play, and how playing affects people.

The course assessments will include weekly quizzes, unit exams, and a project with multiple elements. The culmination of the units helps students achieve the following 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

## **COURSE FORMAT**

This course is an **online course**, which means that students will access 100% of the class material, activities, and assessments online via the Internet asynchronously. No in-person meetings will take place. Synchronous sessions may be offered, but these will never be required. At the start of each week, all course content will be released via Module. The professor will provide a brief welcome video for the week that will include information about the week's content, updates about the course, and reminders for material that is due in the upcoming week.

## **REQUIRED MATERIALS**

There is no textbook required for this course. I will provide PDFs of all readings in the files section of Carmen. I will provide links to the readings and additional materials in the modules section of Carmen. A complete list of required materials appears at the end of this document.

## WHAT TO EXPECT AND TIPS FOR SUCCESS

This course serves as an introduction to social scientific research and findings related to video games. My [primary area of research](#) involves studying how people interact with video games. Gaming is also a long-held personal interest of mine. That said, I maintain high standards for my instruction. I expect that you are here to learn about this topic and that you will take responsibility for your educational experience in the course. Accordingly, I want to provide some information and tips that should set you up for success in this class, but know I am available to support you in achieving that success.

### Work Amount

This is a 3-credit course, which [according to the registrar](#), corresponds to 9 total hours of class + outside study time each week. Typically, in person classes meet 3 hours per week and then require 6 more hours of independent work outside of class. In this online, asynchronous class, all 9 hours require self-guided instruction broken down approximately this way each week: 1.5 hours lecture videos + 1 hour for assignments + .5 hour for quizzes + 4 hours for supporting materials (readings, videos, etc.) + 2 hours studying/re-reviewing material. Every student will move through material at their own pace. If you feel you are spending far more than 9 hours with materials every week, please make an appointment to discuss your approach to the class with the instructors.

### Weekly Structure

Each week on Monday mornings, a Module will open containing new prerecorded lectures, readings, and assignments. Assignments will generally be due at 11:59 P.M. each following Sunday.

The module section of our Carmen site will tell you exactly what you have to do and submit for any given week.

### Discussion Boards

Compared to in-person classes, in online, asynchronous classes there are relatively fewer opportunities to connect with the instructors and your peers for clarifications and exploratory discussion. Accordingly, I have two discussion boards that you can use for these purposes.

The first discussion board is the "General Course Questions Discussion Board." This is the board where you should post questions about assignments, due dates, get guidance on project instructions, let me know about technical difficulties with modules or videos, or anything else that pertains to the general course.

The second discussion board is the "XP" board. This is the board where you can ask me anything about games and games research. This is also a place where you can post examples, gaming-related current events, or anything that you think relates to class that others might find interesting. You are not required to post on this board, but my hope is that you can use this space to connect with me and others to enrich your online class experience.

## COURSE ASSESSMENTS

**Materials Quizzes:** Completing quizzes in Carmen is one way to earn points in the course. The quizzes will be open book/notes and cover material from the textbook and readings. The purpose of the quizzes is to draw your attention to key concepts in the readings and other course materials. Students may use any materials related to the course to complete the quizzes, but they may not collaborate on them. Some of the material on the quizzes may reappear on exams. The quiz description in Carmen will state which material each quiz covers. Students may take quizzes twice and we will keep the highest grade earned.

**Exams:** This class has two non-cumulative exams (see syllabus schedule) each containing some combination of multiple choice, true/false, and matching style questions. The professor has designed the questions to assess your definitional understanding of course content and ability to accurately apply, interpret, and evaluate human communication and behavior through the lens of course concepts. More information will be posted related to the exams in Carmen ahead of the dates the exams open.

**Unit Mini Projects:** In these assignments, students will work cooperatively *and* competitively within an assigned group towards completing a research-based mini project. Each mini project will correspond to the themed units (i.e., content, context, players) in the course. Each mini project will require something different of the groups, but always in two stages. Students will submit their deliverables for the assignment individually and receive an individual grade for each mini project. The professor will provide further information about each mini project in advance.

**Reflections:** Throughout the semester we will discuss the many ways in which video games are invoked in society, both for their potential contributions and detriments to people and society. Early on in the semester, students will provide a brief statement introducing themselves and their orientations to/understandings of video games. Later in the semester, students will return to this initial reflection and make a second reflection submission.

## GRADING

The grade for this course is based on 19 assignments. 2 exams, 12 materials quizzes, 3 unit mini projects, and one initial and one final reflection.

Assignment Type	Number of Type	Earned Points Possible Each	Total Percentage of Final Grade
Exams	2	20	40%
Materials Quizzes	12	1	12%
Unit Mini Projects	3	15	45%
Reflections	2	1.5	3%
<b>TOTAL</b>	19	100	100%

To calculate your percentage grade on any item, simply divide the number of points you earned by the points possible. Below are the point ranges for each corresponding course letter grade determined by OSU standards. **I will not round grades – please do not ask.**

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%    E 0-59.99%

B+ 87.00-89.99%    C+ 77.00-79.99%    D+ 67.00-69.99%

## COURSE POLICIES

### Communication policy

Because of the size of our class and its online nature, the communication policies serve to facilitate timeliness, collaboration, and simplicity. Following the policy will help keep communication efficient and avoid delays or us missing your messages altogether.

Because this is an online class, quick questions regarding the course cannot take place in person. Thus, I have set up a system for you to access various forms of information about the course. Start at the top of this list and work your way down to find answers to your questions. This will usually be the most efficient and quick way to get information about the course.

- **First source for information:** Your first and most important resource are the course [modules](#), [syllabus](#), and [discussion boards](#) available in Carmen. Please post general questions and look for answers on the discussion board before sending an email.
- **Second source for information:** You may also send the graduate TA an email. The TA is your resource for all questions and concerns regarding content, accommodations, or any other class related issues not addressed in the discussion boards. If you send an email first to Dr. Lynch that the TA can help you with, Dr. Lynch will likely forward the message to them, so you receive a timely response.
- **Third source for information:** Dr. Lynch has weekly office hours students are welcome to sign up for. Office hours day, time, and Zoom link at the top of the syllabus. You may also email the professor ([lynch.659@osu.edu](mailto:lynch.659@osu.edu)) to set up an appointment if those times are all filled or don't work for your schedule. Unless otherwise stated, office hour meetings and appointments are generally held to 15 minutes, but may be longer if there is need. These appointments are always one on one.

#### **Tips for efficient and timely communication with the instructors:**

- Please check the syllabus and discussion boards for information before sending an email. Your instructors may have already answered your question in one of these locations and you can get your answer without delay.
- Please use email to correspond with us rather than Carmen mail/messenger.
- Please use your OSU email address and put the course (COMM3513) in the subject line.
- Please understand that your instructors have multiple demands on their time outside this class. We aim to respond to email promptly, but expect that students will be proactive in sending questions/concerns. It is a good idea to email by Friday mornings ahead of deadlines so we have time to reply as we do not necessarily check email on Saturdays and Sundays.

#### **Deadlines**

All deadlines are in Eastern Time (ET).

#### **Language**

All assignments must be submitted in written or spoken English. Assignments submitted in other languages will be considered as missing.

#### **Late work**

Students may submit all assessments late with a penalty calculated automatically via Carmen's submission system. Submitting work 1 second after the deadline yields a -2% point penalty for the submission. For each additional hour after the deadline, you lose an additional -2% off the

submission. Aim to submit work well ahead of the deadline to avoid late penalties. If you are sick or have another reason you think you will submit your assignments late, you may always email to request an extension in advance of the deadline. Requests for extensions that come in advance of deadlines are generally always accepted, but requests that come after deadlines are considered on a case by case basis.

If technical issues prevent you from submitting your work, you may email your submission to the TA. Standard late penalties apply if work is submitted directly to the TA late.

### **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. 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 on the integrity of your work immediately following submission. We will not inform you if your work fails to meet these standards. If we cannot view your work, you will not receive credit for your submission. Standard lateness penalties apply to unprofessional work.

I will not tolerate disruptions to my online classroom including threatening behavior or inappropriate language/derogatory speech. I expect that all students in this course will maintain civility, professionalism, and decorum while in the classroom and in our online interactions. Remember that sarcasm does not always come across as such online. I reserve the right to dismiss any student who is non-compliant with this policy. Additionally, I reserve the right to report disruptive students to the Dean of Students and/or University Police.

### **Technology**

Students must use technology in this class because this is an online delivered course. It is students' responsibility to keep their instructors updated and aware of the nature of any issues related to technology access (i.e., technological disruption, breakdown, etc.). Students must regularly check their OSU email account, the Carmen course page for information, materials, updates, and to participate in group discussions. Students must maintain access to a computer/laptop, a high-speed Internet connection, current web browser with video-related plugins, and speakers/headphones throughout the course of the semester. The instructor will link lectures through the Carmen modules for each week.

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.

Technical failure does not constitute an excuse for submitting work late. This rule is more important with online courses. You are, per course requirements, obligated to have regular access to a working computer/laptop and high-speed internet access. It is your responsibility to make sure your devices are in working order, which includes hardware and software. Technical problems which are documented by the University's Office of the Chief Information Officer will be permitted as these are outside of your control. You can view the status of OSU's systems

on [this page](#). If you experience a problem with an OSU system (email, Carmen) which OCIO have not reported, it will be your responsibility to raise a ticket with them. Only after they confirm your situation was out of your control will the instructor make an accommodation. Note that a situation like this is extremely rare. If you find yourself experiencing a technical issue that impacts your ability to take part in essential class activities, your first response should be to make alternate arrangements (e.g., a computer lab). You should email the course TA only when this is not possible.

Instructors hold office hours through Ohio State's conferencing platform, Carmen Zoom. Each instructor's digital meeting room can be accessed during posted office hours at the top of the syllabus. 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 in the virtual office hours room. A guide to accessing Carmen Zoom is available [online here](#), and students can [access support for Carmen Zoom here](#).

### **Academic integrity policy**

**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 the professor.

**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.

**Use of Artificial Intelligence (AI).** You may use AI to help you understand topics, but not to replace your writing. If you use AI to inform your writing you must cite it like any other source, even if you merely paraphrase. Please remember that AI hallucinates (i.e., it makes up content and sources), it references message boards and social media for answers, and anything you submit becomes owned by the company running the AI software. Given this, and because OSU considers the misuse of AI as academic misconduct, I encourage you to use it wisely. As a final thing to consider, the more we use AI, the more pervasive and powerful it becomes. It may not seem problematic to use AI to speed up academic work, but it can make your instructors' job of evaluating your work difficult. Just imagine the opposite scenario: the professor who grades you using AI, the university who admits students using AI, or the employer who uses AI to decide whose resume to select. It can feel unfair and dehumanizing. Again, the more we use it, the more these scenarios become certainties. Tread carefully.

### **Grade appeals**

You may send your professor an email to instigate a grade appeal within 1 week after the grade posting in Carmen. Appeals must have strong evidence-based arguments that reference specific components of the assignment's grading criteria. Appeals can result in an unchanged grade, a higher grade, or a lower grade. To initiate an appeal, please download and [submit this form via email to your TA](#).

### **Course Flexibility Agreement**



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, taking care of an immediate family member, childbirth, etc.), you may apply for course flexibility agreement (CFA) with Dr. Lynch. You must let Dr. Lynch know of your situation as soon as practical when you become aware of the need for flexibility (either the day you learn of the need or the next workday). If you qualify for the CFA, we will allow you to make up missed work up to 7 days prior to your CFA request without penalty. Be proactive and let us know as soon as possible if you would like to pursue a CFA. We will not grant this flexibility retroactively beyond 7 days. For example, if you qualify for the CFA in week 2 but request it in week 5, you cannot earn credit for work due in weeks 2 & 3. The CFA is similar to OSU's Family and Medical Leave (FML; [see here for more information](#)[Links to an external site.](#)) and the instructor will consider such requests on a case-by-case basis.

### **Food Security**

The Ohio State University is committed to ensuring that all students have access to adequate and healthy food. Any undergraduate or graduate student with a BuckID may confidentially use the [Buckeye Food Alliance](#), food pantries. No proof of need is required. The pantry is located in Lincoln Tower, Suite 150 (1800 Cannon Dr., Columbus, OH 43210). Check the website or call for current hours (614-688-2508).

### **Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct**

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at [equity.osu.edu](http://equity.osu.edu),
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email [equity@osu.edu](mailto:equity@osu.edu)

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.

- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

### **Peer interaction and public work**

The structure of this course may incorporate public posting and peer interaction. If you are not comfortable with this, I recommend you drop this course as I will not make any accommodations to this structure.

### **Tentative nature of syllabus**

This syllabus represents an agreement between the students and the instructor, Dr. Teresa Lynch. Students enrolled in this class agree to the terms of the syllabus and understand that the policies, schedule, and deadlines outlined within it are subject to the instructor's modification with notice via Carmen to students.

## **OSU Policies**

**Academic misconduct.** All work should be your original work. You must use citations when presenting ideas that are not your own using APA style. You must complete all submitted work by yourself. You may not reuse work from a past or current semester. 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

**Disability services.** 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](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

**Sexual misconduct/relationship violence.** 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 Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

**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.

**Religious Accommodations.** It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

**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. Students must consider copyright law before copying, retaining, or disseminating materials outside of the course.

**Student life issues.** 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](http://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 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

**Student academic services.** Academic Services' website provides support for student academic success. Students can obtain information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors at <http://advising.osu.edu/welcome.shtml>. Students may learn about additional services offered on the OSU main campus by visiting <http://ssc.osu.edu>.

# COURSE SCHEDULE

The schedule below is tentative and subject to change. A log of documented changes is available at the bottom of this page for any adjustments to the schedule.

Refer to the weekly modules for the most up to date material list. All materials, readings, and videos are available via the modules.

**Typical weekly structure: New modules for each week will open on Monday mornings unless Monday is a university-recognized holiday. Generally, assessments for the week are due on the following Sunday by 11:59PM ET.**

Week	Date	Theme	Lectures	Materials	Due	Due Date (at 11:59 pm ET)
1	1/6 - 1/12	Core 1 - What is a video game?	Brief history and definition of video games How interactivity makes games unique	Syllabus; Video Game History (2022); Bowman (2018)	Quiz 1; Initial Reflection	12-Jan
2	1/13 - 1/19	Core 2 - How and why do communication scientists study games?	Reading & critiquing video game research papers Studying games: survey	Jordan & Zanna (1999); De Vreese & Neijens (2016)	Quiz 2	19-Jan
3	1/21 - 1/26 (Note: Monday 1/20 is MLK Jr. holiday)	Core 3 - How and why do communication scientists study games?	Studying games: content analysis Studying games: experiment	Wulf et al. (2023); Sparks (2016)	Quiz 3	26-Jan
4	1/27 - 2/2	Content 1 - Avatars & NPCs	Understanding avatars and their importance	Falin & Pena (2017); Tompkins & Lynch (2018)	Quiz 4	2-Feb

			Game bodies and objectification			
5	2/3 - 2/9	Content 2 - Environments	Digital environments, moods, and mental health	Possler et al. (2018); Velez (2018); Kowert video (2023)	Quiz 5; Content Unit Mini Project Part 1	9-Feb
			Awesome games			
6	2/10 - 2/16	Content 3 - Rules & Mechanics	Cooperative play and prosocial effects	Passmore & Holder (2014); Castronova (2008)	Quiz 6	16-Feb
			Game economies and industry economies			
7	2/17 - 2/23	Core and Content Theme Checkpoint			Exam 1; Content Unit Mini Project Part 2	23-Feb
8	2/24 - 3/2	Context 1 - Culture & Morals	The influence of games on culture	Ferguson (2019); Tamborini (2011)	Quiz 7	2-Mar
			Moral panics and video game culture			
9	3/3 - 3/9	Context 2 - Platforms & Access	Race & class	Gray (2012); Velez et al. (2018)	Quiz 8; Context Unit Mini Project Part 1	9-Mar
			Games & Fame			
10	3/10 - 3/16	SPRING BREAK				

10	3/17 - 3/23	Context 3 - Industry & Dev	Game designer interview: how are games made?	Williams (2015); Consalvo (2008); Hodent (2018)	Quiz 9; Context Unit Mini Project Part 2	23-Mar
			UX interview			
11	3/24 - 3/30	Players 1 - Who	Player demographics	Lynch et al. (2023); Fox & Tang (2017)	Quiz 10	30-Mar
			Gender dynamics in video games			
12	3/31 - 4/6	Players 2 - Motivations	What skills do video games teach	Greene (2018); Lynch et al. (2022)	Quiz 11; Players Unit Mini Project Part 1	6-Apr
			How do people acquire skill in video games?			
13	4/7 - 4/13	Players 3 - Effects	Positive effects of gaming - Entertainment	Daneels et al. (2020); CNBC Video (2020)	Quiz 12	13-Apr
			Negative effects of gaming - Aggression			
14	4/14 - 4/20	Context and Players Theme Checkpoint			Exam 2; Players Unit Mini Project Part 2	20-Apr
15	4/21 - 4/27				Final Reflection	27-Apr

## Course reading list

Bowman, N. D. (2018). The demanding nature of video game play. In N. D. Bowman (Ed.), *Video games: A medium that demands our attention* (pp. 1-24). Routledge: New York.

Boyan, A. & Banks, J. (2018). Rules & mechanics: Parameters for interactivity. In J. Banks (Ed.), *Avatar, assembled: The social and technical anatomy of digital bodies* (pp. 159-167). Peter Lang: New York.

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

CNBC (2019, December 26). *The Debate Behind Video Game Violence*. Youtube.

[https://www.youtube.com/watch?v=uaf\\_Xjz6Mxs](https://www.youtube.com/watch?v=uaf_Xjz6Mxs)

Consalvo, M. (2008). Crunched by passion: Women game developers and workplace challenges. In Kafai, Y. B., Heeter, C., Denner, J., & Sun, J. Y. (Eds.), *Beyond Barbie and Mortal Kombat: New perspectives on gender and gaming*, 177-192.

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*, 14(3), 285-301.

de Vreese, C. H., & Neijens, P. (2016). Measuring media exposure in a changing communications environment. *Communication Methods & Measures*, 10(2-3), 69-80.

Downs, E. (2018). Mobility & context: Of being and being there. In J. Banks (Ed.), *Avatar, assembled: The social and technical anatomy of digital bodies* (pp. 257-264). Peter Lang: New York.

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: New York.

Ferguson, C. (2018). The evolutionary roots of media-based moral panics. In Breuer, J., Pietschmann, D., Liebold, B., & Lange, B. P. (Eds.), *Evolutionary psychology and digital games* (pp. 118-129). Routledge: New York.

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.

Green, C. S. (2018). Video games and cognitive skills. In N. D. Bowman (Ed.), *Video games: A medium that demands our attention* (pp. 25-43). Routledge: New York.

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.

History.com Editors. (2022, October 17). *Video game history*, History,

<https://www.history.com/topics/inventions/history-of-video-games>

- Hodent, C. (2018). Game user experience. In *The gamer's brain: How neuroscience and UX can impact video game design*. CRC Press.
- Jordan, C. H., & Zanna, M. P. (1999). How to read a journal article in social psychology. In R. F. Baumeister (Ed.), *The Self in Social Psychology* (pp. 461-470). Philadelphia: Psychology Press.
- Knowles, I. (2018). Resources & inventories: Useful fictions. In J. Banks (Ed.), *Avatar, assembled: The social and technical anatomy of digital bodies* (pp. 197-205). Peter Lang: New York.
- Lynch, T., Erxleben, M. R. & Perreault, G. P. (2023). Threat and enhancement: Strength of gamer identity moderates affective response to messages about gaming. *Journal of Media Psychology: Theories, Methods, and Applications*. <https://doi.org/10.1027/1864-1105/a000382>
- Lynch, T., Matthews, N. L., Gilbert, M., Jones, S., & Freiberger, N. (2022). Explicating how skill determines the qualities of user-avatar bonds. *Frontiers in Psychology*. 13:713678. <https://doi.org/10.3389/fpsyg.2022.713678>
- Passmore, H. A., & Holder, M. D. (2014). Gaming for good: Video games and enhancing prosocial behavior. *Journal of Communications Research*, 6(2), 199-224.
- 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.
- Schmierbach, M. (2009). Content analysis of video games: Challenges and potential solutions. *Communication Methods and Measures*, 3(3), 147-172.
- Sparks, G. (2015). *Media effects research: A basic overview* (5th edition). Cengage Learning
- Tamborini, R. (2011). Moral intuition and media entertainment. *Journal of Media Psychology: Theories, Methods, and Applications*, 23(1), 39-45.
- Tompkins, J. E., & Lynch, T. (2018). The concerns surrounding sexist content in digital games. In C. J. Ferguson (Ed.), *Video game influences on aggression, cognition, and attention* (pp. 119-136). Springer, Cham.
- Velez, J. A. (2018). Achievements & levels: Building affirmational resources. In J. Banks (Ed.), *Avatar, assembled: The social and technical anatomy of digital bodies* (pp. 169-177). Peter Lang: New York.
- Velez, J. A., Gotlieb, M. R., Graybeal, G., Abitbol, A., & Villarreal, J. A. (2018). Live streams and revenue streams: Twitch as a hybrid gaming culture. In N. D. Bowman (Ed.), *Video games: A medium that demands our attention* (pp. 193-207). Routledge: New York.
- Williams, I. (2015) Crunched: has the games industry really stopped exploiting its workforce? *The Guardian*.
- Wulf, T., Possler, D., & Breuer, J. (2022). Content Analysis in the Research Field of Video Games. In Oehmer-Pedrazzi, F., Kessler, S. H., Humprecht, E., Sommer, K., & Castro, L. (Eds.), *Standardisierte Inhaltsanalyse in der Kommunikationswissenschaft – Standardized Content Analysis in Communication Research* (pp. 287-297). Wiesbaden: Springer. [https://doi.org/10.1007/978-3-658-36179-2\\_25](https://doi.org/10.1007/978-3-658-36179-2_25)