IS 271: WI / Intro to Games and Gaming  
M: 2:30pm—5:00pm (CRN #64410)  
Palanakila 227

INSTRUCTOR: Nicolas Logue  
OFFICE: Palanakila 138  
OFFICE HOURS: M 1:30pm – 2:30pm;  
T/R 1:30pm – 2:30pm  
Also by appointment  
TELEPHONE: 780-9785  
EMAIL ADDRESS: logue@hawaii.edu  
EFFECTIVE DATE: Fall 2018

GAME ON!!!

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai‘i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O‘ahu’s Ko‘olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

CATALOG DESCRIPTION

This interdisciplinary study of games and gaming in human culture brings together various methodologies and conceptual tools to create a complex analysis. Topics covered will include: the concept of gaming in popular culture, how games are created and circulated in popular culture, how elements of gaming in popular culture connect to historical, political, social, symbolic, and intellectual history, how different groups in society relate to gaming, and how games play a role in the lives of individuals.

This course examines the human activity of gaming through the lenses of history, economics, education, mathematics, military theory, neuroscience, psychology, and anthropology, also introducing students to game theory, the field of professional game design, and how certain kinds of games enhance intelligence quotient, creative problem solving, and life skills.

Students will study and play many games: classic strategy games used by kings of old such as Chess or Go, games which generated economies of gambling around them (poker, blackjack, craps), games as social activities to strength social ties (such as monopoly, trivial pursuit, charades), complex modern strategy gaming used in military academies around the world (games such as diplomacy, Warhammer 40k, etc.), and the wide world of video gaming entertainment (everything from resource management games, simulations, real-time strategy games, role playing games, first person shooters, etc.). We will also look at the use of games to further education, and the burgeoning field of alternate reality games for life enhancement.

Students will research and write on games and game theory (as applied to a specific field of their choice) write comprehensive reviews of specific games after logging hours of play and determining levels of entropy vs. optimal play/risk vs. reward/etc., and finally design their own original games and produce mock-ups/design-documentation of these games including board/cards/items and rulebooks.
WRITING INTENSIVE COURSE HALLMARKS

• Writing promotes learning of course content.
• Writing is considered to be a process in which multiple drafts are encouraged.
• Writing contributes significantly to each student’s course grade.
• Students do a substantial amount of writing, a minimum of 16 pages double-spaced or the equivalent of 8,000 words. Depending on the types of writing appropriate to the discipline, students may write critical essays or reviews, journal entries, lab reports, research reports or reaction papers.

*To allow for meaningful teacher-student interaction on each student’s writing, the class is restricted to 20 students – each student must have at least one individual conference with the Instructor.

HELPFUL RESOURCES

The incomparable (and some would venture to say, infamous) Annette Priesman, our fearless and much feared Writing Center Coordinator shall be sitting in on this section of IS 271 for several class sessions to ensure you have unfettered access to her English (the Queen’s) language expertise. Please make solid use of her!

Annette and her trusty minions also staff the Writing Center, located in the WCC Library and Learning Commons, provides in-person consultations during school hours and email feedback as needed. Contact writing center staff by email at wccwrite@hawaii.edu. The center’s current hours are posted at http://www.wcc.hawaii.edu/Writing/

Additionally, one of the best resources on campus is the TRiO Student Support Services (SSS) office, which provides tutoring and a range of other opportunities to eligible students. The contact number for TRiO SSS is 235-7487.

Registration with the University of Hawai‘i at Mānoa’s Online Learning Academy (OLA) is strongly recommended. OLA tutors are primarily UH Mānoa students who understand how challenging writing can be and who are trained and ready to help you improve. You can reach them at http://manoa.hawaii.edu/ola/writing from 8AM-10PM, Monday to Saturday (hours subject to change).

STUDENT LEARNING OUTCOMES

 Upon completion of this course, the student will be able to do the following:
• Identify the connection between gaming and larger political, social, and intellectual patterns in society.
• Analyze the role of gaming in either contemporary or historical contexts.
• Participate effectively in group discussions, given evidence of thoughtfulness and an engagement with other people’s positions.
• Connect gaming to global economic and political systems.
• Explain and justify an evaluation of the role of gaming in the student’s life.

COURSE TASKS

This course will analyze, through writing, reading, seminar-style discussions, and break out game sessions, the popular culture rage that surrounds gaming in our modern society. We will look at the evolution of gaming from ancient times to the exploding video game culture surrounding us in 2014, and look at how games are being utilized in our society not only as a means of distraction/relaxation, but also how they are educating us in unconventional ways, building better communities, and even curing cancer.

In order to meet the course SLOs and fulfill the Writing Intensive Hallmarks, this course will revolve around the following tasks:

✓ Research and select a table top board/card/minatures/roleplaying game published in the last Calender Year (2018), purchase said game and then present it to a small group of your peers on a Game-splosion Demo Day. You will be assessed at how well you can analyze the game, break it down for new players, explain the rules and then run the game smoothly. This assignment is worth 10 points of your final grade
and is due on the designated day according to the class schedule, failure to be prepared by the assigned day will result in a 5-point penalty each class session it is late (so if its late twice, the assignment is failed completely).

✓ Write 1 research paper (MINIMUM 3,000 words) on a specific game or trend in gaming culture. This paper must be typed, use transitions where appropriate, include a word count and be grammatically and mechanically correct. This assignment is worth 30 points and is due on the designated day according to the class schedule, and will be assessed a 5-point penalty for each day it is late, regardless of reason.

✓ Write 1 Game Design Document/Mock-Up (MINIMUM 1,000 words). Over the course of this semester you will design your very own game for any medium you see fit (video, board, pen-n-paper roleplaying, card, alterante reality game, etc.). You will create a detailed mock-up and design document for your game, which you will then present to the class on our final Game-a-thon Day. This assignment is worth 30 points of your final grade (30 points for the design work/writing and 10 points for the presentation).

✓ Complete a variety of in-class activities (40 points total)
  o You will be frequently required to participate in group assignments, discussions, and informal writing assignments such as journal reflections. You will also be required to play games often in class. Your sportsmanship, ability to apply yourself in a concentrated manner will be evaluated every class session.
  o Since all of these activities require being present for class, you will NOT be able to make-up these activities, regardless of reason, if class is missed. However, your first 2 absences will automatically be excused (meaning you are able to make-up the points for these days). On the other hand, any absences beyond these first 2 absences will NOT be excused, regardless of reason (unless, of course, the zombies are walking the earth, which though, in this case, grades would be the least of your worries). After your 2nd unexcused absence, your final grade will automatically drop one letter grade.
  o Participate in class by being physically, as well as mentally, present and respectful of others. This includes turning off your cell phone (unless we are using it to play a game as part of a structured class activity), not talking story with friends, not listening to music, and coming to class on time. This also includes not monopolizing class discussion with your own point-of-view and not being respectful of what your classmates have to say. The class is a designated Safe Zone. Negative comments will NOT be tolerated. Please prepare yourself to face the consequences if you engage in any disrespectful behavior.

### ASSESSMENT TASKS AND GRADING

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Points</th>
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<tbody>
<tr>
<td>Present and Demonstrate a Game to Classmates</td>
<td>10 points</td>
</tr>
<tr>
<td>Research Paper</td>
<td>30 points</td>
</tr>
<tr>
<td>Game Design Doc/Mock-up and Presentation</td>
<td>40 points</td>
</tr>
<tr>
<td>In-Class Activities</td>
<td>20 points</td>
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<tr>
<td></td>
<td>100 points total</td>
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</tbody>
</table>

*Everyone starts the class with an “A” (100 points)!*

What you do with your “A” is now up to you!

<table>
<thead>
<tr>
<th>Grade</th>
<th>Possible Points</th>
<th>Minimum Points Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100</td>
<td>90</td>
</tr>
<tr>
<td>B</td>
<td>80</td>
<td>70</td>
</tr>
<tr>
<td>C</td>
<td>60</td>
<td>50</td>
</tr>
<tr>
<td>D</td>
<td>40</td>
<td>30</td>
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*(Hopefully, this will not happen, but if it turns out that more than 40 points is lost, an “F” for the class will result.)*

*The “N” grade is only given in circumstances in which the student has worked conscientiously, attended regularly, finished all work, fulfilled course responsibilities, and has made measurable progress. However, either the student has not achieved the minimal student learning outcomes and is not prepared to succeed at the next level, or the student has made consistent progress in class but is unable to complete the class due to extenuating circumstances.*
circumstances, such as major health, personal, or family emergencies. The “N” grade is **NOT** given in circumstances in which you have NOT made consistent progress in the class &/or attended class regularly.

**REQUIRED/RECOMMENDED TEXTS**

REQUIRED: *Reality is Broken* by Dr. Jane McGonigal.  RECOMMENDED: *Cowboys Full: The Story of Poker*

Other Supplemental Readings will be handed out in class

**METHOD OF INSTRUCTION**

- This course makes use of learner-centered activities to help you learn the material. In other words, this class will not rely solely on lecture. If you find that this teaching style does not work for you, please drop the class.

- This course will utilize peer-feedback methods for your games and papers. You will typically be asked to share your writings and game design in small (3—4 person) groups. You will also be expected to give constructive feedback to your group members.

**RECOMMENDATIONS THAT WILL HELP YOU IN THIS CLASS**

1. This class is not only **writing-intensive** but also **reading-intensive AND thinking-intensive**. Since we will move at an extremely fast pace, it is crucial for you to keep up with the readings and paper assignments.

2. You will be expected to write thoughtful & analytical papers on given topics AND keep up with all assigned readings. Seriously consider dropping the class if you find that the topic of Games and Gaming does not interest you since lack of interest in a subject corresponds to a negative grade.

3. Faithfully attend class since failure to attend class on a regular basis corresponds to a negative grade.

4. Always take notes. This includes anything that is written on the board, viewed on the overhead projector, discussed with one another, gleaned from videos, etc. These notes can help you write your papers!

5. Bring required readings to class according to the class schedule. We will typically refer back to these readings in class. Also, these readings will help you complete in-class assignments. Failure to buy the required texts always corresponds to a negative grade.

6. Ask questions if you don’t understand and definitely let me know if you are having any problems in the class.

*This class is designed to be accessible to all students. Thus, please take note of the following statement:

**DISABILITIES ACCOMMODATION STATEMENT**

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale ‘Akoakoa 213 for more information

**TITLE IX**

Title IX prohibits discrimination on the basis of sex in education programs and activities that receive federal financial assistance. Specifically, Title IX prohibits sex discrimination; sexual harassment and gender-based harassment, including harassment based on actual or perceived sex, gender, sexual orientation, gender identity, or gender expression; sexual assault; sexual exploitation; domestic violence; dating violence; and stalking. For more information regarding your rights under Title IX, please visit: [https://windward.hawaii.edu/Title_IX/](https://windward.hawaii.edu/Title_IX/).

Windward Community College is committed to the pursuit of equal education. If you or someone you know has experienced sex discrimination or gender-based violence, Windward CC has resources to support you. To speak with someone confidentially, contact Karla Silva-Park, Mental Health Counselor, at 808-235-7468 or karlas@hawaii.edu or Kaahu Alo, Designated Confidential Advocate for Students, at 808-235-7354 or kaahualo@hawaii.edu. To make a formal report, contact the Title IX Coordinator at 808-235-7393 or wcctix@hawaii.edu.
ACADEMIC INTEGRITY
Work submitted by a student must be the student’s own work. The work of others should be explicitly marked, such as through use of quotes or summarizing with reference to the original author.

Students can upload papers to http://www.TurnItIn.com to have papers checked for authenticity, highlighting where the paper potentially fails to appropriately reference sources.

In this class, students who commit academic dishonesty, cheating or plagiarism will have the following consequence(s):

Students will receive a failing grade for plagiarized assignments.

All cases of academic dishonesty are referred to the Vice Chancellor for Student Affairs.

ALTERNATE CONTACT INFORMATION
If you are unable to contact the instructor, have questions that your instructor cannot answer, or for any other issues, please contact the Academic Affairs Office:

Location: Alakai 121
Phone: 808-235-7422
Email: wccaa@hawaii.edu

SCHEDULE OF CLASS SESSIONS and ACTIVITIES

Monday August 20th
IN CLASS: Course Overview, Review Syllabus, Schedule and Assignments, Lecture: Gaming in Human History and General Concepts in Gaming, Play Skull and Roses
HOMEWORK: Read and take notes on Cowboys Full Handout. Play Skull and Roses with Friends, Family, or at Windward Gaming Group for 1 hour.

Monday August 27th
IN CLASS: All the Games in the Existence! Review Concepts in Gaming, Breakout into Small Groups to Discuss and share Cowboys Full Handout. Play Skull and Roses to Determine Order of Game Demos, Prepare for Game Demo Assignment. Quick Poker Tutorial.
HOMEWORK: Read do Worksheet on Poker Handout. Play Poker on free online apps to learn the game inside and out as prep for next two classes. Decide on and Acquire the Game you wish to Demo.

Monday September 3rd
LABOR DAY – HOLIDAY – NO CLASS

Monday September 10th
HOMEWORK: Read and Do Worksheet on XXXXX Handout. Brainstorm 5 Topics for your Research Paper.

Monday September 17th
IN CLASS: Group Discussion of XXXXX Handout. Poker Tournament and Individual Meetings for Game Demos (YOU MUST BRING YOUR GAME TO CLASS TODAY for me to review it!!!)
HOMEWORK: Read and Do Worksheet on Reality is Broken Handout. Search for Substantive Research Materials for your proposed 5 topics – use availability or lack thereof of research to whittle down your topic list to 3 topics.

Monday September 24th
IN CLASS: Round One of Game Demos
HOMEWORK: Game Demo Prep or Debrief. Continue Researching Paper Topics and use research to hone in your chosen single topic.
**Monday October 1st**
**IN CLASS:** Round Two of Game Demos
**HOMEWORK:** Game Demo Debrief. Review *Reality is Broken* Handout and Worksheet. Write Thesis Statement and Opening Paragraph of your Research Paper, as well as bullet point outline of Main Body of Paper (250 words minimum) and an annotated bibliography of sources so far.

**Monday October 8th**
**IN CLASS:** Play and Analyze Deck Building Games. Individual Meetings on Thesis, Opening Paragraph, Bullet Point Outline, and Bibliography with Annette and Nick.
**HOMEWORK:** Complete a Detailed Working Outline of Your Research Paper (500 words minimum).

**Monday October 15th**
**IN CLASS:** Play and Analyze Games. Individual Meetings on Working Outlines with Annette and Nick.
**HOMEWORK:** Write First Half-Draft of Paper (1,500 words minimum).

**Monday October 22nd**
**IN CLASS:** Paragraph Revise/Rewrite Smackdown Challenge!
**HOMEWORK:** Half-Draft Revise/Rewrite Smackdown Challenge! Finish First Draft of Paper (3,000 words minimum).

**Monday October 29th**
**IN CLASS:** Polishing Your Paper Challenge! Introduction to Concepts in Game Design and Review Final Project. Individual Check-ins on First Draft with Annette and Nick.
**HOMEWORK:** Finish Final Paper. Brainstorm 3 Possible Games for your Design Project and Write a Pitch for each one (minimum 100 words per pitch, or 300 words total).

**Monday November 5th**
**IN CLASS:** Introduction to Playstorming and Playtesting. Pitch your Games in Small Groups. Individual Meetings about Game Pitches with Annette and Nick. Work on Games.
**HOMEWORK:** Develop Demo-able Mechanics for at least one of your games. Write Rough Draft of Rules of Play or Rules Quick Reference Sheet (minimum 500 words).

**Monday, November 12th**
**VETERAN’S DAY – HOLIDAY – NO CLASS**

**Monday, November 19th**
**IN CLASS:** DEMO Playtest Round One
**HOMEWORK:** Refine and Expand Mechanics into Complete Prototype Game. Expand Written Rules and add Narrative Fluff (minimum 750 words).

**Monday, November 26th**
**IN CLASS:** DEMO Playtest of Full Games (or at least 20 minutes of actual play). Individual Meetings with Annette and Nick concerning Rules/Narrative Writing Style.
**HOMEWORK:** Demo/playtest your game while refining rules with friends/family or at Windward Gaming Group. Prepare Playtest Surveys. Revise Rules Smackdown Challenge!

**Monday, December 3rd**
**IN CLASS:** DEMO Playtest of Full Games (at least 40 minutes of actual play) and Conduct Debrief Surveys.
**HOMEWORK:** Finish Full Mock-Up of Game with Printed Well-Polished Narrative and Rules of Play Text (Minimum of 1,000 words).

**Monday, December 10th**
**FINAL GAMES EXPO and PAU HANA POT LUCK!**
COURSE POLICIES CONTRACT

I have read through and reviewed the above Course Policies and the entire THEA 221 syllabus. By signing this document, I acknowledge not only that I understand the policies and requirements of this course, but also that I understand the consequences of not following these policies.

Signed: ________________________________  _______________________
          (date)

QUESTIONNAIRE

Preferred Name ________________________________

Preferred Phone ________________________________

1. What do you hope this course will teach you? What are your goals in this class?

2. How can I help you meet these goals?

3. What do you intend to do to meet them?

4. What grade would you be satisfied with in this course? Why?

5. What else would you like me to know about you?

PLEASE WRITE SOMETHING YOU LEARNED TODAY BELOW.