

## XIDS 2100

### Interactive Storytelling, Fall 2019

#### Instructor Information

Instructor: Matt Rood  
Office: Pafford 304- E  
Office Phone: 706-237-8188  
E-mail: [mrood@westga.edu](mailto:mrood@westga.edu)

Office Hours: **Email for appointment**  
M: 1-4 p.m.  
W: 10 a.m.-3 p.m.  
Writing Center Hours:  
M: 10-1 p.m

#### Support for courses

\*Hyperlinks provided for accessibility throughout; full URLs are available at the end of the document.

[CourseDen D2L Home Page](#)

[D2L UWG Online Help](#) (8 AM – 5 PM)  
Call: 678-839-6248 or 1-855-933-8946 or  
email: [online@westga.edu](mailto:online@westga.edu)

[24/7/365 D2L Help Center](#)

Call 1-855-772-0423

[University Bookstore](#)

[Student Services](#)

[Center for Academic Success](#)

678-839-6280

[Distance Learning Library Services](#)

[Ingram Library Services](#)

[Accessibility Services](#)

678-839-6428

[counseling@westga.edu](mailto:counseling@westga.edu)

#### Course Information

##### Course Description

This course is an overview of the interdependent and interdevelopmental character of movements in the arts and historical/philosophical ideas. The course may be team-taught with a multivariable format which includes lecture-discussion, open discussion among the instructors, tapes, and presentations.

##### Required Texts and Materials

1. Various videos, articles, PDFs, and other links posted on CourseDen
2. Notebook of the student's choice
3. Folder with pockets
4. USB drive or Google Drive to save papers and other class work

##### Course Themes and Expectations

Everyone loves games, but few recognize the actual story-telling that is taking place within the game. Whether it is a game as deep as RDR 2 or the Trail's ARG, there is an overarching storyline existing on the screen that can envelope a heavy level of intrigue and involvement from anyone willing to accept the challenge. Most people put down gaming as it just appears to be childish or negatively perceived as a "waste of time". While it is viewed as uplifting to sit down and read a book over a rainy evening, when

doing the same with a form of interactive storytelling has the perception of being a waste of time. Why? In this class, we will discuss the impact of non-traditional storytelling and dissect the overall influence this form of literature has on the world around us. This will lead to interesting and potentially uncomfortable conversations about politics, science, religion, gender, sexuality, race, class, etc. Feeling weird or awkward is okay! Stepping out of your comfort zone and challenging preconceived notions is how you learn and grow as a person. For this reason, I expect each student to read/watch/listen to the assigned material with these themes in mind – because our goal for the semester is not the study of plot, but rather the investigation of context. Each student is responsible for taking notes while engaging with the texts.

### Content Advisory

Art and entertainment are filled with the many complicated elements of human life. That means the texts we will discuss may contain violence, sexual content, all manner of potentially offensive themes, and profanity. You should be aware that your continued enrollment in this course requires that you consume such content with maturity and a scholarly perspective. No assignment will be waived on the basis of moral objection.

### Course Objectives and Learning Outcomes

1. Students will demonstrate an understanding of the characteristics that define and differentiate literary, filmic and visual texts.
2. Students will be able to apply this understanding to analyze the relationship between form and meaning.
3. Students will be able to explain how diverse modes of humanistic and artistic endeavor contribute to an understanding of the media in America.

As a writing-intensive XIDS class, the writing exercises will foster both individual exploration of ideas, analytical critical questions, cultural or historical contexts, and ultimately thesis-driven argument. Writing assignments will build on each other and will engage students in discussion of the characteristics of visual media, written text and the construction of performances.

### Course Assignments

Assignment name	Description
Quizzes (15%)	Quizzes will be given at the beginning of class periodically based on the reading or viewings assigned for that day.
Reading Responses (20%)	Informal 1-2 page reflections on the reading or viewings for that day. These will be turned in for a grade, dependent on how much effort is put into the response. This must be submitted at the beginning of class to get credit.
Class Participation (20%)	Attendance, in-class assignments, online postings, essay workshops, reading annotations, class notes, etc.
Show and Tell Presentation (20%)	For each show & tell assignment, you will find an example or article based on the current section of gaming analysis that we are discussing in class. Then you will post an analysis of your example on CourseDen and be ready to present it to the class that day.

Group Projects (25%)	In groups, you will facilitate a fun, informative activity that analyzes an example of various other forms of interactive storytelling, e.g. ARGs, Creepypastas, Youtube Videos, etc.
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## Grading Information and Policies

For each writing assignment, students are required to take part in writing workshops during and outside of class. Failure to do so will affect both your overall course grade and the quality of your assignments. We will review the grading guidelines for out-of-class assignments in class. Students will have the opportunity to revise the first two assignments (we will discuss the requirements for these assignments later in the semester).

Final grades will be posted to CourseDen and BanWeb; no grades will be given via telephone or e-mail.

## Grading Rubric

See rubrics posted in CourseDen if applicable.

## Communication Etiquette

You are welcome to e-mail me with questions, but please do not abuse this privilege (i.e. re-sending a thesis statement with only a few words changed minutes after I made suggestions). At a certain point, this becomes excessive collaboration. Likewise, do not send e-mails asking questions that I have covered in class or that you can find on your own (due dates, course policies, etc.). Should you miss class, it is your responsibility to find out what work you missed (by consulting the online syllabus/handouts) and to get the notes from a classmate.

I also ask that you be professional when e-mailing me or any other professor (i.e., address the professor by name, don't assume that we automatically know who the message is from, use complete sentences).

Finally, all student-professor e-mail correspondence must take place via your my.westga.edu account. If you need to reach me outside of class and/or office hours, e-mail is the most efficient way to do so. Also, please be aware that I cannot communicate with your parents due to federal privacy regulations; should you have concerns about your progress in the course or any other issues that arise, you should address them with me personally.

## Expected Response Times

In addition to face-to-face office hours, which are highly beneficial throughout the semester, I also hold online office hours via my westga.edu e-mail. During posted hours, I will respond to your messages as soon as possible (usually within the hour). Other times, I will respond within 24 hours (36 hours over the weekend). Also keep in mind that I only check voicemails occasionally, so phone is not the best way to contact me in emergencies.

Participation assignments and quizzes are generally graded by the next class meeting. Because grading essays is a more elaborate process, those are returned within two weeks.

## Course and UWG Policies

### Attendance

The class attendance policy is tied to the grading contract, which you can find on CourseDen. (Note: Arriving late for class counts as 1/2 an absence.)

\*\* If withdrawal occurs prior to **Friday, September 28<sup>th</sup>**, the student will receive a grade of W. If withdrawal occurs after this date, the student will receive a grade of WF. (*FYW Department Policy*)

### Late Work

To receive full credit, essays must be submitted before the beginning of class. Any essay submitted after that time will be penalized one letter grade per day. I will not grade any essay submitted later than three days after the due date. In certain instances, a student may be granted an extension period to complete the assignment. These instances must constitute an emergency and the student must discuss the extension period with me at least 24 hours before the assignment is due. In the event of rare, life-altering circumstances (car accident, death in the family, etc.) I will work with students on a case-by-case basis. Students may not make-up missed quizzes or other in-class assignments unless there are extenuating circumstances. As we do some Kahoot quizzes, you need to ensure that you will be on time.

### Disruptive Behavior

Students will be dismissed from any class meeting during which they exhibit behavior that disrupts the learning environment of others. Such behavior includes – but is not limited to – habitually arriving late for class, allowing phones to ring, rude actions or behavior, speaking disrespectfully to the instructor and/or to other students, texting, checking email or surfing the web, and using personal audio or video devices. Each dismissal of this kind will count as an absence and will be applied toward the attendance requirements policy above. This means the student will receive an automatic 0 regardless of class performance.

### Academic Dishonesty

**Plagiarism:** The Department of English and Philosophy defines plagiarism as taking personal credit for the words and ideas of others as they are presented in electronic, print, and verbal sources. The department expects that students will accurately credit sources in all assignments. An equally dishonest practice is fabricating sources or facts; it is another form of misrepresenting the truth.

**Excessive Collaboration:** Students should demonstrate the ability to produce independent writing (writing without collaborative assistance of peers, writing tutors, or professionals in the field) that shows an acceptable level of competence. Although classroom activities and out-of-class assignments may highlight collaborative learning and collaborative research, excessive collaboration (collaboration that results in the loss of a student's voice/style and original claims to course-related work) is considered another form of academic dishonesty and therefore will not be permitted.

Academic dishonesty – on any assignment, large or small – will result in failure of the course. Lack of dishonest intent is not an acceptable excuse for plagiarism/excessive collaboration. Confusion over the definition of plagiarism is not an acceptable excuse for plagiarism/excessive collaboration. Should you have any questions about what constitutes plagiarism, address these with me and/or the Writing Center. Do not make assumptions and do not take risks. It is not worth it.

For more information on the university's policies for handling academic dishonesty, visit the [Common Language for Course Syllabi](#).

## MLA Documentation

The department expects that students learn to cite sources accurately in the MLA style for documentation. You can find a wealth of information at [Purdue University's Online Writing Lab](#).

## Extra Credit

There may be an opportunity for extra credit later in the semester. Details to come.

## Recycled Essays

I will not accept recycled essays (papers written for another class) in any form for any reason. Each essay assignment will be uniquely designed for this course and for this reason; it is unlikely that any essay previously written by the student will adhere to the specific guidelines of the essay prompts.

## Paperless Course

To conserve departmental resources, all materials (handouts, assignment sheets, notes, etc.) will be made available online. Students will print these necessary course documents, including the syllabus, on their own.

## Writing Center

TLC 1201 678-839-6513

[Writing@westga.edu](mailto:Writing@westga.edu)

[www.westga.edu/~writing](http://www.westga.edu/~writing)

The University Writing Center is strongly recommended as a resource for help with your assignments for this class. The office works with students and other members of the UWG community to improve writing skills.

### What They Do:

- Discuss ideas, read drafts, and work through revisions of essays; they do not proofread
- MLA, APA, Chicago/Turabian, and other citation formats

### Policies:

- Please make appointments in advance. They accept walk-ins, but they cannot guarantee that a tutor will be available.
- If you cannot keep your appointment, you must call or e-mail 24 hours in advance to cancel. If you do not notify them 24 hours in advance, you will be counted as a No Show.
- Please arrive at your appointment on time. If you are 10 minutes late or more, you will be counted as a No Show and will not be able to have your appointment.
- If you have three No Shows in one semester, you will not be able to have any more appointments for that semester.

## Title IX Reporting

Effective July 1, 2016, all faculty and staff at public universities in Georgia became mandatory reporters for sexual assault. We are required to report any information concerning sexual assault, and we are not allowed to maintain the information in confidence with the student (the only exceptions being the Counseling Center, the clergy, and medical staff). You are encouraged to report any instances of sexual assault.

## HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance for this policy, which can be found [at this site](#). You may also visit the [designated university website](#) for help with USG guidance.

## Americans with Disabilities Act Statement

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through [Accessibility Services](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

For more information on the Americans with Disabilities Act, UWG e-mail, credit hours, and UWG Honor Code policies, as well as information on Academic Tutoring, Student Services, and Technical Requirements, Privacy Policy, and Accessibility Statements, please see the [Common Language for Syllabus](#) document.

## Additional Support Information

### Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [D2L UWG Online Help](#).

### Center for Academic Success

The new [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at [678-839-6280](tel:678-839-6280). Our email address is [cas@westga.edu](mailto:cas@westga.edu).

### Smarthinking

Smarthinking offers online tutoring services and resources for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

### Student Services

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

## Full URL Support for Courses

- **CourseDen D2L Home Page**  
<https://westga.view.usg.edu/>
- **D2L UWG Online Help** (8 AM – 5 PM)
- <https://uwgonline.westga.edu/uwg-online-contact-us.php>
- [online@westga.edu](mailto:online@westga.edu)
- **24/7/365 D2L Help Center**  
<https://d2lhelp.view.usg.edu/>
- **University Bookstore**  
<http://www.bookstore.westga.edu/>
- **Common Language for Course Syllabi**  
<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>
- **UWG Cares**  
<http://www.westga.edu/UWGCares/>
- **Center for Disability**  
<https://www.westga.edu/student-services/counseling/accessibility-services.php>

- **Student Services**  
<http://uwgonline.westga.edu/online-student-guide.php>
- **Center for Academic Success**  
<http://www.westga.edu/cas/>
- **Distance Learning Library Services**
- <https://www.westga.edu/library/resource-sharing.php>
- **Ingram Library Services**  
<http://www.westga.edu/library/>
- **Proctored Exams**  
<http://uwgonline.westga.edu/exams.php#student>
- **Student Services**  
<https://uwgonline.westga.edu/online-student-guide.php>
- **UWG Accessibility Statements for Technology**  
<https://docs.google.com/document/d/16Ri1XqaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>

## Class Schedule Information

Date	Class Topic/Activity	Assignments/Due Dates/Deadlines
Tuesday Jan-7	Review syllabus Discuss course themes/expectations (Personas and Performativity)	Print out syllabus and keep it in your class folder; review policies and due dates frequently (not just in class today!)
Thursday Jan-9	Introductions and Interactive Storytelling Analysis	
Tuesday Jan-14	Introduction to Gaming Narrative	
Thursday Jan-16	Discussion of Gaming Narrative Have watched " <a href="#">The Evolution of Video Game Storytelling</a> "	<b>Reading Response #1 due</b>
Tuesday Jan-21	Discussion of Gaming Narrative Have read "Video Games as Self-Involving Interactive Fictions", pages 165-170	Available on Courseden
Thursday Jan-23	Discussion of Gaming Narrative Have watched <a href="#">Storytelling in Video Games</a> "	<b>Reading Response #2 due</b>
Tuesday Jan-28	Show and Tell: Game Narrative	<b>Have your example posted on Courseden and be prepared to present your findings in class.</b>
Thursday Jan-30	Show and Tell: Game Narrative	<b>Have your example posted on Courseden and be prepared to present your findings in class.</b>
Tuesday Feb-4	Introduction to Science and Gaming	
Thursday Feb-6	Discussion of Science and Gaming Watch " <a href="#">10 Scientific Studies that PROVE Gaming is Beneficial</a> "	<b>Reading Response #3 due</b>
Tuesday Feb-11	Discussion of Science and Gaming Have read "Using video games as alternative science assessment for students with disabilities and at-risk learners"	Available on Courseden

Thursday Feb-13	Discussion of Science and Gaming Have read <a href="#">“Can Science-based video games help kids with autism?”</a>	<b>Reading Response #4 due</b>
Tuesday Feb-18	Show and Tell: Science and Gaming	<b>Have your article posted on Courseden and be prepared to present your findings in class.</b>
Thursday Feb-20	Show and Tell: Science and Gaming	<b>Have your article posted on Courseden and be prepared to present your findings in class.</b>
Tuesday Feb-25	Intro to Communication and Gaming	
Thursday Feb-27	Discussion of Communication and Gaming Have read <a href="#">“Communication in Virtual Reality and Video Games”</a>	<b>Reading Response #5 due</b>
Friday Feb-28	Withdrawal Date	Last day to withdraw with a “W”
Tuesday March-3	Discussion of Communication and Gaming TBA	
Thursday March-5	Discussion of Communication and Gaming TBA	<b>Reading Response #6 due</b>
Tuesday March-10	Show and Tell: Communication and Gaming	<b>Have your article posted on Courseden and be prepared to present your findings in class.</b>
Tuesday March-12	Show and Tell: Communication and Gaming	<b>Have your article posted on Courseden and be prepared to present your findings in class.</b>
Tuesday March-17	Spring Break	No class
Thursday March-19	Spring Break	No class
Tuesday March-24	Intro to Culture and Gaming	
Thursday March-26	Discussion of Culture and Gaming TBA	<b>Reading Response #7 due</b>
Tuesday March-31	Discussion of Culture and Gaming TBA	
Thursday April 2	Discussion of Culture and Gaming TBA	<b>Reading Response #8 due</b>
Tuesday April-7	Scholar’s Day	No class
Thursday April-9	Show and Tell: Communication and Gaming	<b>Have your article posted on Courseden and be prepared to present your findings in class.</b>



Tuesday April-14	Show and Tell: Communication and Gaming	<b>Have your article posted on Courseden and be prepared to present your findings in class.</b>
Thursday April-16	Day to work on Group Projects	
Tuesday April-21	Group Projects	<b>Be prepared to present in your groups.</b>
Thursday April-23	Group Projects	<b>Be prepared to present in your groups.</b>

**\*Note:** Dates may change at the instructor's discretion; all changes will be announced in class.