

EDUC/DIGITAL 333: Video Games & Learning

ADJUSTED Schedule and Assignments *

This document is designed to provide, in one document, an overview of the course schedule for the remainder of the term, and an overview of assignment policies for all remaining assignments. Please also refer to GradeCraft and Canvas. Hopefully this document, Canvas and GradeCraft are all in agreement. Where they are not, please write to Professor Fishman (fishman@umich.edu) for clarification and to let him know so he can correct incorrect information!

Before we get to the details, some key principles:¹

- Nobody signed up for this.
 - Not for the sickness, not for the physical distancing, not for the sudden end of our collective lives together on campus.
 - Not for an online class, not for teaching remotely, not for learning from home, not for mastering new technologies, not for varied access to learning materials.
- The humane option is the best option.
 - We are going to prioritize supporting each other as humans.
 - We are going to prioritize simple solutions that make sense for the most.
 - We are going to prioritize sharing resources and communicating clearly.
- We cannot just do the same things that we would have done before everything changed.
 - Some activities are no longer possible.
 - Some expectations are no longer reasonable.
 - Some objectives are no longer valuable.
- We will foster intellectual nourishment, social connection, and personal accommodation.
 - Accessible asynchronous content for diverse access, time zones, and contexts.
 - Optional synchronous discussion to learn together and combat isolation.
- We will remain flexible and adjust to the situation.
 - Nobody knows where this is going and what we'll need to adapt.
 - Everybody needs support and understanding in this unprecedented moment.
- Well-being is a priority.
 - Please ask for help when you need it.
 - Please offer help when you can.

Synchronous class activities will take place on Zoom. If you are able to join from a computer or other Internet-connected device, please download the appropriate Zoom app from <https://zoom.us/download>

Zoom URL for live class meetings: <https://umich.zoom.us/j/143765404>

Phone numbers for low-bandwidth connections:

312-626-6799 US (Chicago) - Meeting ID: 143 765 404

646-876-9923 US (New York) - Meeting ID: 143 765 404

¹ Credit to Brandon Bayne of UNC Chapel Hill for sharing a version of these principles online.

ADJUSTED Course Schedule*

Week 12 – Computational Thinking and the Culture of Learning Readings for Week

- Brennan, K., & Resnick, M. (2013). Imagining, creating, playing, sharing, reflecting: How online community supports young people as designers of interactive media. In C. Mouza & N. Lavigne (Eds.), *Emerging Technologies for the Classroom* (pp. 253–268). New York: Springer.
- Resnick, M. (2017). *Lifelong Kindergarten*. Cambridge, MA: MIT Press. (Read Chapters 1, 5, & 6)
- Ito, M., Gutierrez, K., Livingstone, S., Penuel, W. R., Rhodes, J., Salen, K., ... Watkins, S. C. (2013). *Connected learning: An agenda for research and design*. Irvine, CA: Digital Media and Learning Research Hub.

DUE on Monday, March 23rd at 11:59pm

Reading quiz. Please pose questions about Scratch that you'd like to see me discuss with Karen Brennan!

Tuesday, March 24th

- Seventh poster session + class hangout/work session. <https://umich.zoom.us/j/143765404>
- Look on Canvas for lecture materials on Badges and other forms of credentials for learning.

Thursday, March 26th

- Guest Speaker: Dr. Karen Brennan, Harvard University. Join this conversation live on Zoom! <https://umich.zoom.us/j/143765404>
- Please explore Scratch on your own! <http://scratch.mit.edu/>

DUE on Thursday, March 26th at 4pm – Declare ALL Final Projects! (BOTH group and individual)

If you are planning to do a group game design project, form your team and topic for approval on GradeCraft! If you haven't formed a team and named a topic by this date, you're going to have a bad time!

If you are planning to do a second individual project, please also submit a proposal for approval by your team leader by today!

***Schedule and readings are subject to change.
Pay attention and always check GradeCraft for the latest!**

Week 13 – Extended Reality: MMOs, ARGs, & Minecraft

Readings for Week

Barnett, J., & Coulson, M. (2010). Virtually real: A psychological perspective on massively multiplayer online games. *Review of General Psychology*, 14(2), 167-179.

Brown, J. S., & Thomas, D. (2006). You play *World of Warcraft*? You're hired! *Wired*, 14.

Schifter, C. C., Cipollone, M., & Moffat, F. (2013). Piaget, Inhelder and “*Minecraft*.” *International Association for the Development of the Information Society*. Fort Worth, TX. Retrieved from <https://eric.ed.gov/?id=ED562248>

Checa-Romero, M., & Gómez, I. P. (2018). *Minecraft* and machinima in action: Development of creativity in the classroom. *Technology, Pedagogy and Education*, 27(5), 625–637. <https://doi.org/10.1080/1475939X.2018.1537933>

DUE on Monday, March 30th at 11:59pm

Reading quiz. Look for email from Qualtrics on Sunday evening at 8pm.

Tuesday, March 31st

- Time to work on making college into a better game. <https://umich.zoom.us/j/143765404>

Thursday, April 2nd

- Eighth poster session (if needed) + class hangout/work session <https://umich.zoom.us/j/143765404>
- Look on Canvas for lecture materials related to Virtual Worlds, Augmented Reality, and Virtual Realities.

DUE on Thursday, April 2nd at 4pm – Group Game Design Learning Goals & Overview

If you are working on a Group Game Design project, submit a brief overview of your game and its learning goals. Describe the *learning goals* for your game. What will players learn? Describe the setting, gameplay, mechanics, content area, etc. Tell us what your game is about. (This is *optional* but strongly encouraged)

Week 14 – Hulk Angry! (Violence & Cheating in Video Games)

Readings for Week

- Gee, J. P. (2007). *Good video games + good learning*. New York: Peter Lang. (Read Chapter 2: Video games, violence, and effects: Good and bad, pp.13-17)
- Ferguson, C. J. (2010). Blazing Angels or Resident Evil? Can violent video games be a force for good? *Review of General Psychology*, 14(2), 68-81.
- Consalvo, M. (2005). Cheating can be good for you: Educational games and multiple play styles. *On the horizon*, 13(2).

DUE on Monday, April 6th at 11:59pm

Reading quiz. Look for email from Qualtrics on Sunday evening at 8pm.

Tuesday, April 7th

- Live class hangout for discussion, violence, and cheating. <https://umich.zoom.us/j/143765404>
Special Guest – Paul Darvasi (who recently completed his dissertation on Grand Theft Auto)
- Look on Canvas for lecture materials related to violence, cheating, and video games

Thursday, April 9th

- Ninth poster session (if needed) + class hangout/work session.
Last chance dance – make sure you are signed up if you want to present a second poster!
<https://umich.zoom.us/j/143765404>

DUE on Thursday, April 9th at 4pm – Group Game Design Assessment & Logic Model

If you are working on a Group Game Design project, tell us how you plan to assess player learning in your game. Present a draft *logic model* depicting how interaction with your game leads to desired outcomes. See the Research Methods lecture for examples. (This is *optional* but strongly encouraged.)

DUE on Friday, April 10th at 4pm – Learning Game Review Paper (Third and Final Chance)

A final “learning game review paper” is due today by 4pm on GradeCraft, if you choose this assignment option. This is the *last* opportunity to write a “learning game review” paper.

Week 15 – The End?

Optional Readings for Week

Selingo, J. (2020, April 5). *The 3 questions campuses are now asking*. Next.

<https://www.getvue.co/profile/next-jeff-selingo/issues/the-3-questions-campuses-are-now-asking-236595> (best read online)

Fishman, B. (2019, October 23). Proposal for incubating an experimental undergraduate program at the University of Michigan. Ann Arbor: MI.

Tuesday, April 14th

- Live class hangout + work session. <https://umich.zoom.us/j/143765404>
- Discussion Topic – The Future of College?
- Consultations with professor and team leaders about final projects.

Thursday, April 16th – Last class Meeting

- Live class hangout + work session. <https://umich.zoom.us/j/143765404>
- Discussion of TRUE: Transforming Residential Undergraduate Education
- “Final Thoughts” from your professor.
(“Final Thoughts” will also be posted on Canvas after this session.)

DUE on Friday, April 17th at 4pm – Final Game Play Reflection Paper

Final game play reflection paper due! See GradeCraft for rubric. Must be posted to GradeCraft by 4 pm.

Week 16 – Post-Credits Scene

Tuesday, April 21st – No Class Meetings This Week

Professor Fishman is available for office hours - <http://tinyurl.com/fishman-officehours>

DUE on Tuesday, April 21st at 4pm – Final Group & Individual Projects

All final group and second individual projects are due! Must be posted to GradeCraft by 4 pm.

*Don't forget to provide course feedback with your online evaluation!
Your feedback is crucial to improve this class for future players.*



ADJUSTED Course Assignments & Policies – 2020*

Professor: Barry Fishman (fishman@umich.edu)

Class Location: Live sessions on Zoom - <https://umich.zoom.us/j/143765404>

Meeting Times: Tuesdays and Thursdays, 10:00 am – 11:20 am

Office Hours: Sign up at <http://tinyurl.com/fishman-officehours> Meetings on Zoom.

GSI: Naivedya Parakkal (naivedya@umich.edu)

Grader: Olivia Gorczyca (ogorcz@umich.edu)

Team Leaders: Elizabeth Brown (elibrown), Elisabeth Fellowes (fellowes), Ashley Hampton (ahhampto), Annaka Koster (annaka), Alexis Lopez Medina (alopmedi), Andrew Russell (russaj), Benjamin Sutton (bwsutton), Ziwei Wang (wziwei), Liwei Wu (wuliwei), Eugene Yoon (eugyoon)

Teaching Team Email: 333-leadership@umich.edu (includes Prof. Fishman)

Course Objectives:

Students will be able to:

- ... describe what makes a successful game a good learning environment.
- ... describe core learning theories and how they manifest in different learning designs.
- ... describe core motivational theories and how they shape engagement.
- ... provide an informed critique of interactive media and games for learning.
- ... describe how empirical research/evaluation can be used to assess the relationship between games (or any interactive media) and learning.
- ... represent and defend ideas through discussion, writing, and oral presentation.

Course Overview:

Why are video games fun? The answer isn't as obvious as you might think. Good games draw you in, teach you how to succeed, and keep you engaged with a "just right" level of challenge. Most importantly, players *learn* while playing a well-designed game. Why isn't school like that? This class takes a close look at video games, a close look at education, and considers ways that each can be improved to maximize learning and performance.

This course is designed to be a unique and (hopefully) engaging learning experience. You may think you know how to "play the game of school," but the rules in this course may not be what you're expecting. *Please read this syllabus carefully!* The assignments and grading system may seem confusing at first, but if you take a little time to read the syllabus and pay attention in class, everything will be explained. Almost everything you need to know is explained in these pages. Did I mention that you should read this syllabus?

Required Texts:

- Card, O. S. (1977). *Ender's Game*. New York: Starscape.
- A video game selected by you (and approved by the professor; see below for details).
- Other readings are distributed through Canvas or available online. Be sure to check prior to completing each week's reading/reaction to make sure you're reading the most recent set.

***Course assignments and schedules are subject to change! Always check GradeCraft for the latest.**

Grading Policy

School is a Game. Your Grade is Your Score.

This is a games class, and so we will take a game-like approach to grading. All assignments and class activities are worth a certain number of *points*; you will earn *badges* as well. Your point total will determine your final grade in the class. In most courses, there is no choice in assignments or exams, and your grade is based on your percentage correct. don't make any mistakes! In *this* course, you get to choose your pathway, and can do as many assignments as you would like to earn the grade you choose. Take some risks. Use GradeCraft (<http://gradecraft.com> or through Canvas) to plot your path through the course.

See below for possible points, how assignments will be graded, and how points are translated into grades.

This table only includes information on the *remaining* assignments for the term.

Activity	Due	Possible Points	Unlock Requirements
Grinding			
Readings: Online Quiz	Weekly, Sunday evening to Monday at 11:59pm	up to 5,000 points each	n/a
Learning Game Review	4/10 @ 4pm	60,000/75,000*	Approval of team leader or professor for game choice
Learning from Playing a Game			
Game Play Update Poster 2	On Zoom by 4/9	96,000/120,000*	Complete Game Play Update Poster 1
Game Play Reflection Paper	4/17 @ 4pm	128,000/160,000*	Must read feedback on Game Play Selection Paper and mark as read.
Boss Battles			
Individual Paper/Project 2	by 4/21 @ 4pm	160,000/200,000*	Proposal must be approved.
Group Game Design Project	by 4/21 @ 4pm	280,000/350,000*	Proposal and group must be approved.

* “Meets Expectations” points / “Above & Beyond” points (see rubrics in GradeCraft). Reaching the *Meets Expectations* level in an assignment for this class is good. You have done what we asked you to do. If you wish to earn more points than that (Above & Beyond), you need to really impress us. Above & Beyond will often not be clearly defined. The point is not to do what we tell you to do... it is to be creative, to be deeply analytical or inventive, to... go *beyond* our expectations.

Policies on Late Work and Assignment Resubmission

Policy on Late Work

All late work will be docked 10% of the points earned each 24 hours it is late, starting at the EXACT time it is due. If an assignment is 5 minutes late, it will be docked 10%. 2 days late, it will be docked 20%, 3 days, 30%, and so on. If you know you must submit an assignment late for a legitimate reason, please communicate with Professor Fishman *in advance* of the due date (he tries to be a decent human).

Rules for Assignment Resubmission:

- To be eligible for revision and re-grading, an assignment must be COMPLETE when submitted and be a reasonable attempt to meet the requirements for “meets expectations” as stated in the rubric. Incomplete or shoddy work, to be determined by the Professor, may not be resubmitted.
- To be eligible for revision and re-grading, an assignment must be submitted ON TIME. Late assignments are not eligible for re-grading.
- You may discuss any grade with Professor Fishman, *but you must wait at least 24 hours after the work is returned to you to contact the professor.*
- You may revise and resubmit most* assignments ONCE for re-evaluation.
- You have 1 week from the time a grade is released to make any re-submission.
- *Resubmission MUST be accompanied by a cover sheet specifying all changes made in order to redress the problems noted in the original evaluation. (Cover sheet is available on Canvas)*
- *If at all possible, please submit a Word document using “track changes” to make your improvements to the assignment easily visible.*
- No assignment will be re-evaluated after 1 week.
- If an assignment has a rubric category for “Scholarly Sourcing” (typically specifying a number and type of references expected in support of your argument), this category is NOT eligible for more points in a revision. Note that you may still want to improve your scholarly sources in a revision, especially in response to a critique of your assignment in some *other* rubric category. You just won’t get more points for adding additional references or for correcting your APA style alone as part of a revision.

To resubmit work, use GradeCraft, and click the “Edit Submission” button.

*NOTE that the following assignments may *NOT* be resubmitted for re-evaluation:

- Reading or other Qualtrics Quizzes
- Posters
- Game Play Reflection Paper
- Group Game Design Project
- Individual Paper/Project 2

Assignments (You've Got Choices)

The main assignments in this class fall into three categories: (1) Class participation; (2) Learning from playing a game; and (3) a “boss battle” that can either be two individual projects or one group game-design project (you can also choose to do more than one kind of “boss battle,” for instance, an individual paper/project AND a group project, if you want to hedge your bets or shoot for a really high grade).

I. Class Participation

Weekly Reading Quiz (offered each Monday, check syllabus)

Each week, there will be a multiple-choice quiz online to check your understanding of the readings. This quiz will be made available online for a limited window of time each week – from Sunday at 8pm until Monday at 11:59 pm. If you get *all* of the answers on this quiz correct, you will receive 5,000 points.

Learning Game Review Paper (can be completed one more time this term)

This class is about games that teach, but we don't have time to explore *all* of them. So I invite you to explore, play, and write a critique of games that are *explicitly designed for school or education*.

Where to find these games? Start by looking at places like <https://www.brainpop.com/games/>, <http://www.funbrain.com/>, or any one of hundreds of other sites. Choose *one* game to focus on and examine it thoroughly.

Your critique should be between 3 and 5 pages long, and analyze the game from the perspectives of learning, motivation, and assessment. Cite readings from class directly. Your focus should be on how the game supports learning of core or 21st century skills... things that *school* wants to teach. (This is different from learning from playing your game for the entire term (see below), where the focus does not have to be on “academic” learning.) You should also comment on how the game is or might be integrated with classroom or school-based learning.

You can do this assignment up to three times, *but you must get each paper topic/game approved by your team leader in advance*. This is to make sure that you have chosen an appropriate game, and that you have a good focus for your paper. Refer to the assignment overview on Canvas and the rubric in GradeCraft for more details. *NOTE: We will not approve games that have already been extensively examined in class.*

II. Learning from Playing a Game

“Show and Tell” Critique Poster Sessions (you must sign up on Google Docs)

Throughout the term you will present a report and analysis of your ongoing game play from your “game text.” These presentations will be “walk around” poster sessions. This means that you will create a poster and display it on the wall of the classroom. Each week we’ll have about 18 people present posters. The rest of the class will be able to wander around the room and visit the posters. *If you wish, you may present a second poster later in the term for extra points, so long as you presented a first poster.*

Analyses can be either a close reading of a particular moment in a game or else a broader (but focused) discussion of a particular game rule, narrative structure, character model, social phenomenon, etc. that you consider relevant and meaningful. For example, you may wish to present the *World of Warcraft* community’s reactions and dealings with Chinese farmers or the way that a game’s tutorial level elegantly teaches players the game’s “design grammar.” Or maybe you want to present the elements of a game that are meant to promote “learning” and suggest ways you might evaluate that learning. Whatever your choice, you must directly connect your game to the readings and discussions from class.

As a poster presenter, you are responsible for the following logistics:

- Posters should reference and connect to readings in the course (and cite them properly).
- Posters should be constructed and displayed individually, but you may consult others in your preparation and collaborate with others who are playing the same game.
- Posters are not necessarily arguments for your particular approach to your game; instead, they should take the form of analyses, connecting theory to the text or experience you’re examining. Tell us what you notice, what you observe, what’s interesting to you and for what reasons.
- Posters should have two or three main points. Structure is important! Tell us at the start what you will be discussing and be sure to connect the examples you use in a way that helps us clearly see what you see.
- You must bring the materials needed to display your poster with you to class and hang the poster up *before class begins.*

You must have done a first poster in order to unlock the ability to do a second poster. If you choose to do an (optional) second poster, it must be presented after spring break on Zoom. Each poster session is worth up to 120,000 points, for a total of up to 240,000 points if you opt to do both.

NOTE: The second poster session will have different grading criteria than the first.

Please see the poster rubrics and overviews on GradeCraft for complete information on the required elements.

Game Play Reflection Paper

This paper, due at the end of the semester, is a summation of your experiences with your game play text throughout the entire semester. You must complete at least one poster session to unlock the Game Play Reflection Paper assignment. If you’ve done a good job on your poster session(s), then you’ve already done most of the hard work. Now all you have to do is write a paper to tie the whole experience together. See the rubric on GradeCraft for details on required elements of this paper and how each element will be assessed.

A full rubric is posted on GradeCraft, but here are some of the requirements for this paper:

- The length is 10 pages *maximum* (double spaced, images not included in page count).
- The paper will be a complete analysis of your game play, with a focus on *what you learned* in the course of the play.
- You must include ideas from across the entire term, with proper APA-style citations.
- The paper should address your experiences both within and around the game, e.g., with fan communities.

III. The Boss Battles

In a game, a boss battle is when you take what you've learned and re-combine it in inventive ways to defeat foes stronger than any you've faced before. You should have all the necessary knowledge to win the fight from the levels you've already completed; but you might need to apply that knowledge in ways you hadn't previously considered if you are to prevail.

We will have two options for your boss battle assignments. You can choose to *either* complete two (2) small individual projects worth up to 200,000 each, or one (1) group game-design project worth up to 350,000 points. Note that you may "hedge your bets" by combining these. For instance, you may choose to do *one* individual project, *plus* a group game design project. Or if you're totally nuts, you could do both individual projects *and* the group project... but are you totally nuts?

Individual Projects/Papers

The topic for this project is completely of your choosing but must be approved by the professor to make sure it is going to be a fruitful and worthwhile investigation before you begin your work.

This project may take the form of a paper, or you can feel free to be creative (but scholarly) in other media. Short film? Podcast? Really impressive diorama? In terms of scope, if you were to write a more traditional academic paper, I would expect it to be at least 8 pages, single-spaced. And it *must* be a work of scholarship in that it should draw from and cite class readings, references you identify on your own from the library or other sources, and be analytical and critical. In short, it should make some form of *argument* about games and learning, and that argument should be well-supported.

A list of criteria to guide your work will be posted on GradeCraft/Canvas. This project is worth up to 200,000 points.

Group Game Design Project

In this project, you will work together with a group of your classmates on the design of a game that has well-defined learning objectives of the type that would be useful in K-12 education. You are not responsible for the actual development or prototyping of the game, though if you wish to do some development, knock yourself out.

You are responsible for forming your own group. A group must have *at least 2 students* and *not more than 4 students* (this will be strictly enforced). All group projects and teams must be approved by your team leader(s) and the professor.

This will be a *group* project, and you will be graded as a group. We will provide some group process support to help you structure this task.

Your final project will be submitted to GradeCraft *as a group*. Only one team member needs to submit the final report online.

The following are the core required components of your report (with some initial thoughts on each):

- **Game Description:** Of course, you have to describe the game! You should focus on game play and a full description of the learning goals. Storyboards or screen mock-ups are a great idea.
- **Motivation and Learning Theory:** You must separately address both learning theory and motivational theory in your project. Go back to the readings and presentations on these topics. What theory underlies the design of your game? How is our understanding of motivation and engagement leveraged to help promote learning? Citations are a requirement in this section! This is one of the most important parts of the report.

- Logic Model: Logic models make an appearance in the lecture on research design. This is the “bridge” between your learning goals and motivational elements and how they manifest themselves in the game. A graphic is a requirement here (think flow chart), but text to explain yourself is also important.
- Research Evaluation Plan: This is the other most important section of the report. You need to fully describe how you plan to investigate whether players of your game actually achieve the desired learning goals. The methods should be appropriate to the questions you frame. NOTE that you don’t actually have to conduct this research. I just want to see that, given a set of claims about learning, you know what you would look for to evaluate those claims.

There is no minimum page length for your final report, but there is a maximum of 15 pages of text (1.5 line spacing, please). Figures, graphics, and instruments are not included in this count. Please make sure that you are properly addressing each of the required grading criteria (see GradeCraft for rubric).

IV. Badges

There are many for your efforts in class to be recognized. In most classes, your final grade is all you have to show for your efforts. But does that number really represent your true effort? Does a single number (89%) capture what you learned? Are *you* an “A-”, or a “B+”? Of course not! You’re much more than that.

Badges are part of a movement to find ways to recognize accomplishments that go beyond grades. Badges aren’t a new idea (see: scouting), but they are experiencing a resurgence in informal learning (clubs, museums), and increasingly in formal school settings. Badges can be used to record the mastery of specific skills or dispositions. In EDUC/DIGITAL 333, you can earn badges for skills such as demonstrating creative thinking, being an excellent presenter, showing leadership in your team, and so forth (see GradeCraft or Canvas for a list of all of the badges).

V. The Fine Print

General Comments on Assignments and Course Requirements

- As the semester continues, the instructor may alter or add to the assignments. Pay attention!
- For all assignments, you are expected to draw heavily on readings from the entire course in justifying your design choices, research rationale, etc. If all you can offer is your own opinion, why bother taking the class at all?
- Professionalism is important. Grammar, style, organization, and clarity count.
- Cite all your sources in APA format—points will be deducted for failing to do this. If you don't know APA format, use a web site such as Citation Machine (<http://www.citationmachine.net/apa/cite-a-book>) to get help. Also, many of our readings use APA style, so you can try to mimic what they do. My insistence on APA style isn't (just) narrow-mindedness; common formats help reduce uncertainty and facilitate the sharing of work and ideas, a critical component of a healthy intellectual community. To make life easier, acquire some form of computer-based reference and citation manager and use it (like Zotero). If you start building a reference collection now, it will serve you for a long time.
- Incompletes are given only under unusual extenuating circumstances.
- Communication is KEY. Always keep in touch with your professor and/or team leader. If we don't know that you're having a problem, we can't help you. The professor is always happy to talk about stuff with you... even stuff that isn't related to the course.

Policy on Original Work

Unless otherwise specified, all submitted work must be your own, original work. Any excerpts from the work of others must be clearly identified as a quotation, and a proper citation provided. You may obtain copy editing assistance, and you may discuss your ideas with others, but all substantive writing and ideas must be your own or be explicitly attributed to another. An exception is group work, which is assumed to be a collaboration by all group members. See both the University policy on Academic Integrity (<http://spg.umich.edu/policy/303.03>) and the LSA Office of the Assistant Dean for Academic Affairs (<https://lsa.umich.edu/lsa/academics/academic-integrity.html>) for definitions of plagiarism, and associated consequences. Any violation of standards for academic integrity will result in severe penalties, which might range from failing an assignment to failing the course.

Accommodations for Students with Disabilities

If you think you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way we teach may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help determine appropriate accommodations. SSD (734-763-3000; <http://ssd.umich.edu/>) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. I will treat any information you provide as private and confidential.

Information about Mental Health and Wellbeing

The University of Michigan is committed to advancing the mental health and wellbeing of its students, while acknowledging that a variety of issues, such as strained relationships, increased anxiety, alcohol/drug problems, and depression, directly impacts students' academic performance.

If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and <https://caps.umich.edu/> during and after hours, on weekends and holidays or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (732) 764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources.

For a more comprehensive listing of the broad range of mental health services available on campus, please visit: <http://umich.edu/~mhhealth/>

Inclusion Statement

It is my intention that students from all backgrounds and perspectives be well served by this course, and that the diversity that students bring to this class be viewed as an asset. I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, socioeconomic background, family education level, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class. Your suggestions are encouraged and appreciated.

Rules of the Class

- You get *out* of class what you put *in* to class.
- *All* ideas are worth consideration.
- Everyone is responsible for *their own* learning.
- Everyone is responsible for *everyone else's* learning.
- Only *YOU* are responsible for the quality of your work.
- There is no such thing as “Fight Club.”

Pay Attention!

I reserve the right to change this syllabus at any time and will notify the class of changes when they occur. These may include additions or changes to the readings or assignments. Please pay attention to class announcements to learn about any updates or changes!

Acknowledgements

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I'll never forget you. Don't you forget about me.