New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** COMM 460G

2. **Course title:** Video Games, Culture, & Communication

3. **Abbreviated title for class schedule** (30 characters or less): Video Games & Culture

4. **Credit hours:** 4.0
   (note: if credits are variable, list range of credits (e.g. 1-8 credits)
5. **Catalog description:** This course focuses on intersections of identity (gender, race, generation, and much more!) and video games. In this course we explore video games and interactive media as cultural artifacts of learning, storytelling, creative expression, identity exploration, and digital production. We will combine video games, online games, virtual and augmented reality, social media, animation, art, and introductory robotics with critical and cultural theoretical frameworks emphasizing digital labor, gender, identity, and philosophies of play, gaming, and embodiment. Conceptual development, communication studies research, visual data, and qualitative methods will intersect with the artistic, cultural, and technological techniques and assignments in this course.

6. **Prerequisites (*to add each additional prerequisite, start a new line*):**
   (*See attached Note for samples***) -- None.**

   A. (course prefix, (space) and number) or or or or

   B. (course prefix, (space) and number) or or or or

   C. (course prefix, (space) and number) or or or or

7. **Co-requisites (including labs, if any): -- None.**
   A. (course prefix, (space) and number) or or or or

8. **Major/Class restrictions: Please indicate any class or major restrictions:** Junior standing or above

9. **Is course repeatable? Yes No X If Yes, list maximum credits:**

10. **Labs requirements: If course includes a lab: # of hours lecture: ; # of hours lab:**
    None.

11. **Fees: List any course fees:** None.

12. **Grade Mode: Graded only: X Pass/No Pass only: Option:**
13. **CIP Code: Six-digit CIP code** (check with your Division Director): 09.9999

14. Special qualifications; Is course proposed for (yes/no): No

A. University Studies? If yes, list Strand(s)

B. Honors?

15. **Cross-listing: List any cross-listing (and please complete the Cross-list proposal form at https://inside.sou.edu/provost/curriculum.html):** and and and and None.

16. Strategic justification for proposed course:

A. **Rationale**: What is the overall strategic rationale for offering this course? This is an upper division course for Communication and is an Advanced Elective that provides topics relating to most of our programs learning outcomes including ethics, professional/ career aspirations, and diverse world views since we focus on gender, identity, and race in online and video games.

B. **Alignment**:

1. How does this course align with the unit's mission plan? It focuses on topics relating to online and video games that align with our mission for creativity, innovation, diversity, inclusion (gender, race, nationality in online games), and collaboration.

2. How does the course fit into the rest of the unit's curriculum? Video and online games are media and fit into both media studies and communication studies. There are also aspects of cinema and storytelling in games.

C. **Enrollment**: What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1: 30 - 40; Year 2: 30 - 40; Year 3: 30 – 40

D. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty*:
   a. Who will teach the course? Precious Yamaguchi or other COMM Faculty
   b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. It is a course Precious Yamaguchi already teaches, we are just hard-numbering this course from COMM 460 to COMM 460G
   c. If additional faculty members are needed, how will that need be met? Precious Yamaguchi has taught this course for several of years and plans to continue teaching it

2. *Facilities*: Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. None.

3. *Other*:

a. Are Hannon Library resources sufficient to meet the needs of this course? Yes

b. Are any other resources needed to support this course? We use a lot of open-resource digital materials.

If so, please explain how they will be obtained. These articles and online games are free and accessible to students through the internet.

E. **External impact**:

1. What is the expected effect of this course on existing programs elsewhere in the university?

This course has already been taught for several of years through the Communication program. Warren Hedges and I have co-taught it when he was in the EMDA program. He teaches a video games course but it is for USEM.

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs? No.

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

17. Syllabus (condensed)

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

A. Course description (same as Catalog description, above)

B. Learning objectives of the course

C. Required texts

D. Course format

E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:

_____ _____11/10/21_____

Signature of Division Director Date

4/29/16

COMM 460/560 Video Games & Cultures
Southern Oregon University
Spring Quarter 2019
April 1 – June 14, 2019

Instructor: Precious Yamaguchi, Ph.D.
Class Schedule: Class Meets on Wednesdays, 3:30 – 5:20 pm
Class Room Location: CH 229
Office Hours: Wednesdays 1:15 pm – 3:15 pm; Thursdays 9:15 am – 12:15 pm
Office Location: Britt Hall 256
Email: Precious.Yamaguchi@sou.edu

Course Description from the Catalogue
This course focuses on intersections of identity (gender, race, generation, and much more!) and video games. In this course we explore video games and interactive media as cultural artifacts of learning, storytelling, creative expression, identity exploration, and digital production. We will combine video games, online games, virtual and augmented reality, social media, animation, art, and introductory robotics with critical and cultural theoretical frameworks emphasizing digital labor, gender, identity, and philosophies of play, gaming, and embodiment. Conceptual development, communication studies research, visual data, and qualitative methods will intersect with the artistic, cultural, and technological techniques and assignments in this course.

Course Objective and Goals
Our main focus in this course will be to investigate the contextualization of video and online games, cybercultures, and globalization in relation to technology and creativity. Theoretical frameworks and methods will be used to explore and create research about how video games are created, marketed, played, altered, hacked, and discussed. Students will be expected to do critical reading of the texts introduced in class as well as participate in experiential learning assignments.

Communication Program Learning Outcomes

Proficient Communication	Students will communicate effectively in diverse social settings, including interpersonal, group, online, and institutional. They will be able to express messages, adapt the content and style of messages to social contexts, and engage in dialogue about a topic with respect to all participants.
Critical Thinking and Inquiry	Students will analyze problems in communication and develop solutions to those problems, contribute new knowledge to the field of communication, and apply disciplinary history and theory through research methods and analysis of evidence.
Ethical Practice	Students will know how diverse models of ethics relate to communication practices and be able to communicate ethically.
Engagement	Students will participate proactively in public life and engage in active citizenship. They will have the skills to promote rich dialogue among diverse audiences and across multiple modes of communication.
Cultural Competence	Students will apply multiple worldviews, experiences, and knowledge of power structures into everyday issues. They will also initiate meaningful

	interactions with other cultures and articulate insights into one's own cultural roles and biases, with an awareness of how their own experiences shape these roles, biases, and perspectives.
Professional Preparation	Students will make concrete connections between their studies of communication and their career aspirations. They will learn how to use relevant tools and technologies, acquire practical experience through internships and practica, and prepare and present portfolios of work suitable for gaining professional employment.
Media and Visual Literacy	Students will access, analyze, evaluate, and create media messages.

Required Text
Goldberg, D. & Larsson, L. (Eds.). (2015). The state of play. Oakland, CA: Seven Stories Press.

All posted articles on Moodle.

Course Policies

SOU Cares

SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. The SOU Cares Report allows us to connect you with staff members who can assist with concerns such as health and wellbeing, mental health, legal and/or family matters, study skills, time management, harassment, assault, and/or discrimination. You are also welcome to use the SOU Cares Report to share concerns about yourself, a friend, or a classmate at http://www.sou.edu/ssi. These concerns can include reports related to academic integrity, harassment, bias, or assault. Reports related to sexual misconduct or sexual assault can be made anonymously or confidentially. Student Support and Intervention provides recourse for students through the Student Code of Conduct, Title IX, Affirmative Action, and other applicable policies, regulations, and laws.

Academic Honesty Statement and Code of Student Conduct

Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU's Student Code of Conduct: "Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited".

Such acts include, but are not limited to: copying from the work of another, and/or allowing another student to copy from one's own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another that have been taken from any published or unpublished source; placing one's name on papers, reports, or other documents that are the work of another individual;

submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another.

Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU's Code of Student Conduct: http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_573/573_076.html

In case of loss, theft, destruction or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all written work that has been graded and returned to you.

Statement on Title IX and Mandatory Reporting

Federal law requires that employees of institutions of higher learning (faculty, staff and administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence, or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, *or* when a child or other protected person is perceived to be in danger of physical or emotional abuse.

If you are the victim of sexual or physical abuse and wish to make a confidential disclosure please contact SOU's Confidential Advisor, (http://www.sou.edu/ssi/confidential-advisors.html), or use Southern Oregon University's Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form https://jfe.qualtrics.com/form/SV_7R7CCBciGNL473L

SOU Academic Support/Disability Resources:

To support students with disabilities in acquiring accessible books and materials and other reasonable accommodations, SOU requires all professors to include a statement on Academic Support and Disability Resources on course syllabi. It is the policy of Southern Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any service, program, or activity operated by the University. Qualified persons shall receive reasonable accommodation/modification needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies are in compliance with Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

If you are in need of support because of a documented disability (whether it be learning, mobility, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. Call Academic Support Programs at **(541) 552-6213** to schedule an appointment with Disability Resources. The Academic Support Programs office is located in the Stevenson Union, lower

level. See the Disability Resources webpage at **www.sou.edu/dr** for more information. If you are already working with Disability Resources, make sure to request your accommodations through them for this course as quickly as possible so that you have the best possible access.

Participation and Attendance

The structure of this course makes regular attendance essential. Your interaction with the other students is an important source for learning and also applying what you learn in your texts and lecture. At least once, you also will be working with each other in teams, and this means that each one of you will need to do your share of work in order for the team to be successful.

Weekly assignments are expected to be turned in on their due date. Quizzes must be taken on the day indicated on the syllabus. If a student is ill and cannot take a quiz, a written medical excuse is needed to take the quiz after the scheduled time indicated on the syllabus.

Attendance and participation play a significant role in your success of this course. You may miss two class sessions without penalty but are respond. *If a student is absent four times or more in a quarter, you should schedule a meeting with me to discuss your missed in-class assignments and future success of the course*.

Course Assignments

Weekly Moodle Quizzes (50 pts., 10 pts. each)

Virtual Reality Assignment (15 pts.)

Twitch Live Stream Assignment (15 pts.)

ESports Assignment (15 pts.)

Hosting a Game/Midterm Low-Tech Group Game (20 pts.)

Final Project Paper
Details of the final project will be given in class. (100 pts.)

Assignments and grading

Weekly Quizzes 50 pts.	Virtual Reality Assignment 15 pts.
Hosting a Game 20 pts.	Twitch Live Stream Assignment 15 pts.
Final Project 100 pts.	Esports Assignment 15 pts.
TOTAL = 200 pts.	

Final Grading: A = 100-90%; B = 89-80%; C = 79-70%; D = 69-60%; F = 59-0%

Record keeping: I highly recommend that you keep track of your own progress and your absences. Collect your graded papers and save the works that you submitted (both electronically and on paper).

Tentative Course Calendar Tentative Course Calendar

Week	Date	Activities and Assignments
Week 1	April 1 - 7	Reading: Introduction of "State of Play" pg. 7 - 15 WEDNESDAY: Introduction
Week 2	April 8 - 14	**Twitch & Live Streaming** Reading: "The Making of Dust" and "Squalid Grace of Flappy Bird" WEDNESDAY: Discuss Readings & Twitch Assignment & discuss Hosting a Game assignment
Week 3	April 15 - 21	**Virtual Reality & XR** Reading: "The Natural: The Parameters of the Afro" and "What it Feels Like to Play the Bad Guy" WEDNESDAY: Discuss Readings & Twitch Streaming Assignment **Due: Twitch Assignment**
Week 4	April 22 - 28	Video Game 360 Photoshoot Begin Prep for Hosting a Game Assignment Online Discussions & Activities on Moodle
Week 5	April 29 – May 5	**IRL Gaming** Readings: "Love, Twine, & the End of the World" & Articles Prep for Hosting a Game Assignment Online Discussions & Activities on Moodle **Due: Virtual Reality Assignment**
Week 6	May 6 - 12	**ESports & the Future of Competitive Gaming** Reading: "A Game I had to Make" & Articles WEDNESDAY: Discuss readings from previous week & Gamergate Game: Depression Quest **Due: Hosting a Game**
Week 7	May 13 - 19	Reading: "Your Humanity is in Another Castle" pg. 103 - 127 & "The End of Gamers" pg. 127 – 141 WEDNESDAY: Gamergate, Identity, & Competitive Gaming (Twitch)

		Due: Hosting a Game **Due: Esports Assignment**
Week 8	May 20 - 26	Reading: Posted articles WEDNESDAY: Modding in online games **Due: Hosting a Game**
Week 9	May 27 – June 2	Reading: "Ludus Interuptus: Video Games & Sexuality" & Articles WEDNESDAY: Sexuality in video games
Week 10	June 3 - 9	Final Projects Due on Moodle
FINAL EXAMS	June 10 - 16	**GRADING**