



## Jour 201

### Level Up and Game On!: Gamification in the Professions

Section 1000 (56047), Spring 2017  
3:00 – 4:15 p.m. Mon-Wed, ST-F 100

*Instructor:* Genelle Belmas, Ph.D. (“Avada”)

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**Office Hours:** Mon & Wed, 1:30 p.m.-2:45 p.m. and by appointment. I answer email within 18 hours.

**NOTE: This class is a hybrid class, with some of the work done online on your own time. You must have both Internet access and a computer capable of connecting to Blackboard. You should also have basic Internet use knowledge and skills that include typing and online navigation. If you have technical difficulties, contact the help desk at (785) 864-8080. It is up to you to troubleshoot your own tech issues. Help for Blackboard is available at blackboard.ku.edu. You will also need a subscription to Top Hat.**

#### About This Syllabus

This syllabus is a contract between you, the student, and me, the instructor. While I take seriously my obligation to provide information and exercises about gamification, its uses (and abuses), and how it could help you in your career path, and give you a chance to learn, read and think about those things, I need you to take seriously your obligation to make a sincere effort to do those things, as well as understand and perform the assignments. Please feel free to ask questions if you are uncertain as to what I expect or what you should do. But our schedule is not engraved in stone; if we need to take longer on a particular area, we will make accommodations.

#### Course Objectives

So, you’re probably in this class because it has the word “game” in it. That works. Why? Because we’re all drawn to games, because games mean fun. We play games for the social and entertainment values, but how do we transfer those values into things that are not so fun – like work, studying, medical issues, business issues, personal/professional organization(s), fill-in-the-blank...? The literature tends to call games that try to do this “serious games,” but I created the term **“purpose-driven gaming”** because I think it supports a better idea of gaming for entertainment PLUS something more. I hope to engage your innate creativity, energy, and desire to entertain and be entertained in this course, and you’ll have a chance to work alone and with others. And we’ll have a lot of fun. If we’re not enjoying ourselves (at least a bit) while we’re creating, designing, implementing, and playing games, we’re doing it wrong.

#### Learning Goals

- You’ll read about, watch, listen to, and apply different notions of what gamification means, how it is used in a variety of settings, and what some of the best practices in the current field are.

- You’ll engage in a lot of creative and (hopefully) innovative work to generate ideas for gamification applications in projects of your choice.
- Working with a team, you’ll create a game that applies the best practices of gamification through assignments intended to build on each other to result in a very awesome final project.

**Textbook, Top Hat, and Required Readings (to be read BEFORE the class for which assigned)**

**Required:** Jane McGonigal, *Reality is Broken: Why Games Make Us Better and How They Can Change the World*. Penguin Books, 2011. **Suggested:** Raph Koster, *A Theory of Fun for Game Design*. O’Reilly Media, 2013. There will also be additional readings and links on Blackboard, so you’ll need online access. Be sure you read and think about the materials in advance. You will also need a subscription to Top Hat for attendance, class participation, and quizzes.

**Grading**

- No points — “Check” assignments, required but not formally graded
- 100 points — Attendance and participation
- 100 points — Critical doing and/or reading assignments (handouts to follow)
- 100 points — Reading quizzes (best 5)
- 100 points — Midterm exam
- 100 points — Final exam
- 200 points — Final project (in parts; handouts to follow)
- 700 points — Total**

Grades will be based on the total number of points you accumulate. The scale will be:

A	93-100%	B+	87-89%	C+	77-79%	D	60-69%
A-	90-92%	B	83-86%	C	73-76%	F	0-59%
		B-	80-82%	C-	70-72%		

*All assignments must be completed for a passing grade in the course. Please keep all graded material until you’ve received your final grade.*

**General Guidelines**

**Academic misconduct.** The William Allen White School of Journalism and Mass Communications does not tolerate plagiarism, fabrication of evidence and falsification of evidence. Penalties for plagiarism, fabrication or falsification can include a failing grade for this course and expulsion from the School of Journalism and Mass Communications. If you have any questions about what constitutes plagiarism, fabrication, or falsification, please consult me. Some examples:

- If you use or attempt to use any unauthorized materials during a test, or if you give any unauthorized materials to someone else during a test, this is *cheating*. Unauthorized materials include written materials, such as notes. Unauthorized materials include any forms of nonverbal communication (one cough, the answer is A; two coughs, the answer is B, etc.).
- *Plagiarism* is stealing. You take someone else’s ideas, thoughts, or words and present them as your own original work. This includes ideas from written sources, such as books, as well as materials on the Internet. Cutting and pasting materials from the Internet and presenting that work as if it was your own is plagiarism. There may be times when you want to incorporate another person’s ideas, opinions, and words into the papers you write, to make a point or to provide background. If you do, it is essential that you attribute that information—that you explain where

the information came from and give credit where credit is due. “Recycling” past interviews or research from previous students and presenting it as your own is also plagiarism.

- *Fabrication and falsification* mean that you made it up. This can include making up an entire interview or embellishing a fact, quote, or statistic to make it sound better. Don’t do it.
- *Bottom line*: Do your own original work and don’t copy another student or cheat in any way. Be yourself, not someone else. If I bust you cheating, I will follow up with university administration. In this class, and in all journalism classes (and all KU classes), honesty and integrity are critical. Any work you do must be original and reflect your own ideas, thoughts, and research. In a work setting, if you choose to violate professional standards, you will be fired. In this class, if you choose to violate the standards for academic integrity, you’ll fail the course, and you may be expelled from or denied admission to the School of Journalism.

**Special needs.** The University of Kansas is committed to helping all students learn. If you have a special need that may affect your learning, please contact me as soon as possible. The KU Office of Student Access Services coordinates accommodations for all students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted this office, please do so as soon as possible. Information about services can be found at <https://disability.ku.edu/>. Or you can visit the office on the first floor of Strong Hall. The phone number is (785) 864-4064. The email is [achieve@ku.edu](mailto:achieve@ku.edu). Please contact me privately regarding your needs in this course.

**Weather.** In the event of inclement weather, the decision to cancel classes is made by KU officials (NOT BY ME!). To determine whether snow or icy conditions have canceled classes, call (785) 864-7669 ((785) 864-SNOW).

**Phones, laptops, tablets:** I have no objection to electronic study aids, and some students are better typists than hand-writers. But doing puzzles, messing around on computers, texting or reading the newspaper in class is unprofessional. So is sleeping, particularly if you snore. Anybody doing any of the above in class will be given one warning and then asked to leave class for the day. If you feel you really cannot unplug from Facebook or pause your texting for 75 minutes, please consider another class.

### **Exams and Assignments (separate handouts to follow)**

**A note on “check” assignments.** Some of your assignments will merely get a “check” in the gradebook. This means that they’re not formally graded, but they are required. Missing more than one check will result in grade reductions – missing one check is OK, but if you miss two, that’s a point off your final percentage score, three is another point off, etc. In other words, just do the work.

**Attendance/participation.** See section below.

**Critical reading/doing assignments.** I will ask you to think and write critically about things we might not often be used to thinking or writing about. This isn’t intended to make fun things less fun. It’s intended to help us move what’s fun about fun things into other things that are usually less fun. Or it may be intended to help us see other elements of fun things, like “dark sides” or how games flow or how games are developed or marketed. I will always also give you rubrics on your graded assignments, and also often on the check assignments.

**Reading quizzes.** I know, reading can be something that falls by the wayside. To keep you honest, I will tell you when there will be quizzes on the readings. These 20-point quizzes will be given either in class via Top Hat or on Blackboard. They will not be pop quizzes; you’ll always know in class or via email, and always in advance. There will not be makeups, but there will be some scores you can drop (we will take the best five scores).

**Midterm and final exams.** These will probably be Scantron or online MC/TF exams on the readings,

experiences and discussions we have in and out of class. If I am able to secure grading help, that may change. More as I know it.

**Final project and related assignments.** The final project will be a team project in which you will develop a game that can be played that will fit the best practices of current gamification. There will be at least four, and perhaps more, small or medium assignments that will help you create the final project (we call that “scaffolding” in the academic world, and it works because you’re not creating the whole final product at the last minute). Handouts will follow that include more specific directions and rubrics.

**Extra credit:** There may occasionally be opportunities for extra credit on coursework and for participation in research projects. More on this if or as the opportunities arise.

**“But my Internet service is down!” “My computer crashed!”** I do not extend due dates or offer exams on other days without very good reason, and your home Internet service being down or your computer failing does not count. There are lots of places to get free access, such as the university library, here in ST-F, and the many coffee shops around Lawrence! Plan a backup place to go if you lose access at home. Crashed computers, same deal – make a contingency plan with your family or friends.

### **Attendance and Class Participation**

I take roll, and attendance is mandatory. If you don’t show up, it’s an unexcused absence – see penalty below. If you need to miss class, notify me *in advance*. If you’re sick, you must call – or email – in sick, just as you would with a paying job. I won’t necessarily accept after-the-fact notifications of absence, but I’ll excuse absences for *bona fide* emergencies (a good one: “The ambulance didn’t have WiFi, so I couldn’t email you”), and I may require documentation. Each unexcused absence (after two freebies) loses one (1) percent of your final grade (taken off at the end). Participation is critical, too – if you’re silent, you run the risk of losing percentage points. Top Hat and Blackboard tell me lots of things. I expect you to be an active participant in your own education. Don’t miss out.

### **Email**

While many of us are addicted to email, and it is a wonderful tool for communication, there need to be a few policies. I read email several times each day, and I welcome your communication, but some things need to be discussed in person—in-depth questions about the material, inquiries about grades, excessive absences. Email is best for quick clarifications and to schedule meetings. It shouldn’t be considered a substitute for face-to-face visits.

### **Questions? Criticisms? Comments? Suggestions?**

If at any time something seems unclear or unreasonable to you, please come discuss it with me. I am open to your comments, criticisms and suggestions. This class is meant to be an open forum for learning and discussion, and I am dedicated to making it an enjoyable experience to the extent I am able. I am also extremely open to student suggestions for improvements. If something’s not working for you, let’s talk about how to fix it.

### **One More Thing ... A Few Ground Rules for Jour 201**

The foundation of the freedoms that American citizens enjoy is the First Amendment to the U.S. Constitution. Free speech rocks. I support it wholehearted. That said, I need to make clear a few ground rules for discussion.

Our classroom is an open forum for the free flow of information. Disagreement between students or between students and instructor, and perhaps heated discussion, is to be expected. Please do not hesitate

to question what I say or what others say. *If you disagree with me, I will not hold it against you!* I know you think that is easy to say but not to do, but if you believe your points of view are being held against you, please talk to me about it. We need many points of view to have a good discussion, and I look forward to hearing yours. However, that does *not* give us the right to attack each other on a personal basis. We can and must disagree respectfully, and I expect that you will conduct yourself appropriately, even if you disagree vehemently. Hate speech, personal attacks, and the like simply won't be tolerated.

### Class Schedule and Reading Assignments (Will more'n likely change!!!)

*Other handouts may be added. Always check Blackboard (Bb) before you start your homework to be sure I haven't added something that you missed. All readings will be book, readings, or on Bb.*

Week	Dates	Topic	Readings	What's due?
1	Jan. 18	Welcome! Discussion of course and syllabus review. Top Hat. Book.	----	Over weekend: Play a game or three. Think.
2	Jan 23, 25	What is gamification? What's a game, and why do we care? What's my gaming personality, and why does it matter? <b>Wed: Create teams. Name teams.</b>	McGonigal, Intro and Ch. 1 Type reading, Bb TEDtalk link.	Quiz (loc. TBA) Personality quiz (link on Bb)
3	Jan. 30, Feb. 1	The dark side of gaming: sexism, racism, homophobia, "othering." Best practices in gamification.	McGonigal, Ch. 2 Readings on Bb	Quiz (loc. TBA)
4	Feb. 6, 8	More best practices in gamification. Flow and deeping thinking. Meeting Mihaly Csikszentmihalyi ("MC").	McGonigal, Ch. 3-4 Readings on Bb	<b>Wed: Outside game critique.</b> Quiz (loc. TBA)
5	Feb. 13, 15	Creativity. Music. What is the flow state, and how to get into it. <b>Wed: Work day with team.</b>	McGonigal, Ch. 5-6 Readings on Bb. TEDtalk link.	Quiz (loc. TBA)
6	Feb. 20, 22	<b>Mon: Midterm.</b> <b>Wed: Work day with team. Prospectii for three scenarios from team for game.</b>	----	<b>Mon: Midterm.</b> <b>Wed: Prospectii (due end of class).</b>
7	Feb. 27, Mar. 1	Game dev. I: Market/audience research.	Readings on Bb.	Quiz (loc. TBA)
8	Mar. 6, 8	Game dev. II: Storyboarding.	McGonigal, Ch. 7 Readings on Bb.	<b>Wed: Market and audience rsch.</b> Quiz (loc. TBA)
9	Mar. 13, 15	Game dev. III: Assessing your game.	Readings on Bb.	Quiz (loc. TBA)
10	Mar. 20, 22	<b>SPRING BREAK!</b>	----	----
11	Mar. 27, 29	Game dev IV.1: Tech training.	Readings on Bb.	<b>Wed: Storyboard.</b>
12	Apr. 3, 5	Game dev IV.2: Tech training.	Readings on Bb.	----
13	Apr. 10, 12	"Leveling up in life." Or, <i>what have you done for me lately?</i>	McGonigal, Ch 8-10	<b>Wed: Assessment.</b>
14	Apr. 17, 19	Changing the world with games.	McGonigal, Ch. 11-14 and Conc.	Quiz (loc. TBA)
15	Apr. 24, 26	Return to the dark side of gaming. <b>Wed: Work day with team.</b>	Readings on Bb.	<b>Wed: Final game.</b>
16	May 1, 3	Self and peer assessments and evaluations.	----	<b>Mon: Self-reflection.</b> <b>Wed: Peer evals.</b>
	Finals week	<b>FINAL EXAM.</b> <b>Thu, May 11, 1:30 – 4:00 p.m.</b>		<b>Thu: Final.</b>

My team name: \_\_\_\_\_

**Team members:**

<b>Name</b>	<b>Phone</b>	<b>Email</b>	<b>Major/Track</b>	<b>Notes</b>

**Ideas/thoughts for games/goals/learning outcomes:**

**Ideas/thoughts for markets/assessment/audiences/delivery systems:**

**Ideas/thoughts for other fun stuff, like food, coffee, movies, going out (hey, ya gotta both be inspired and eat...):**