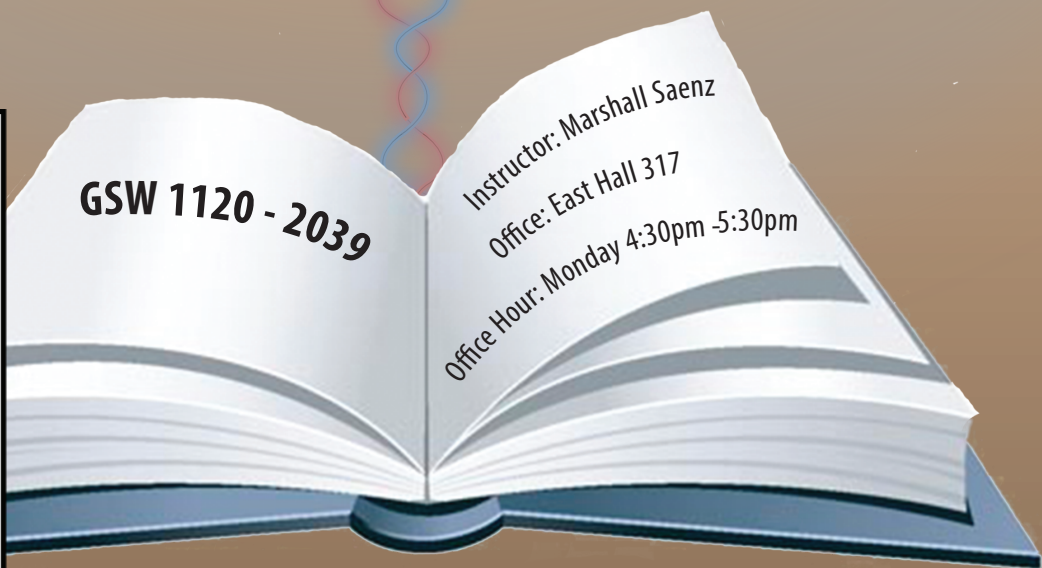
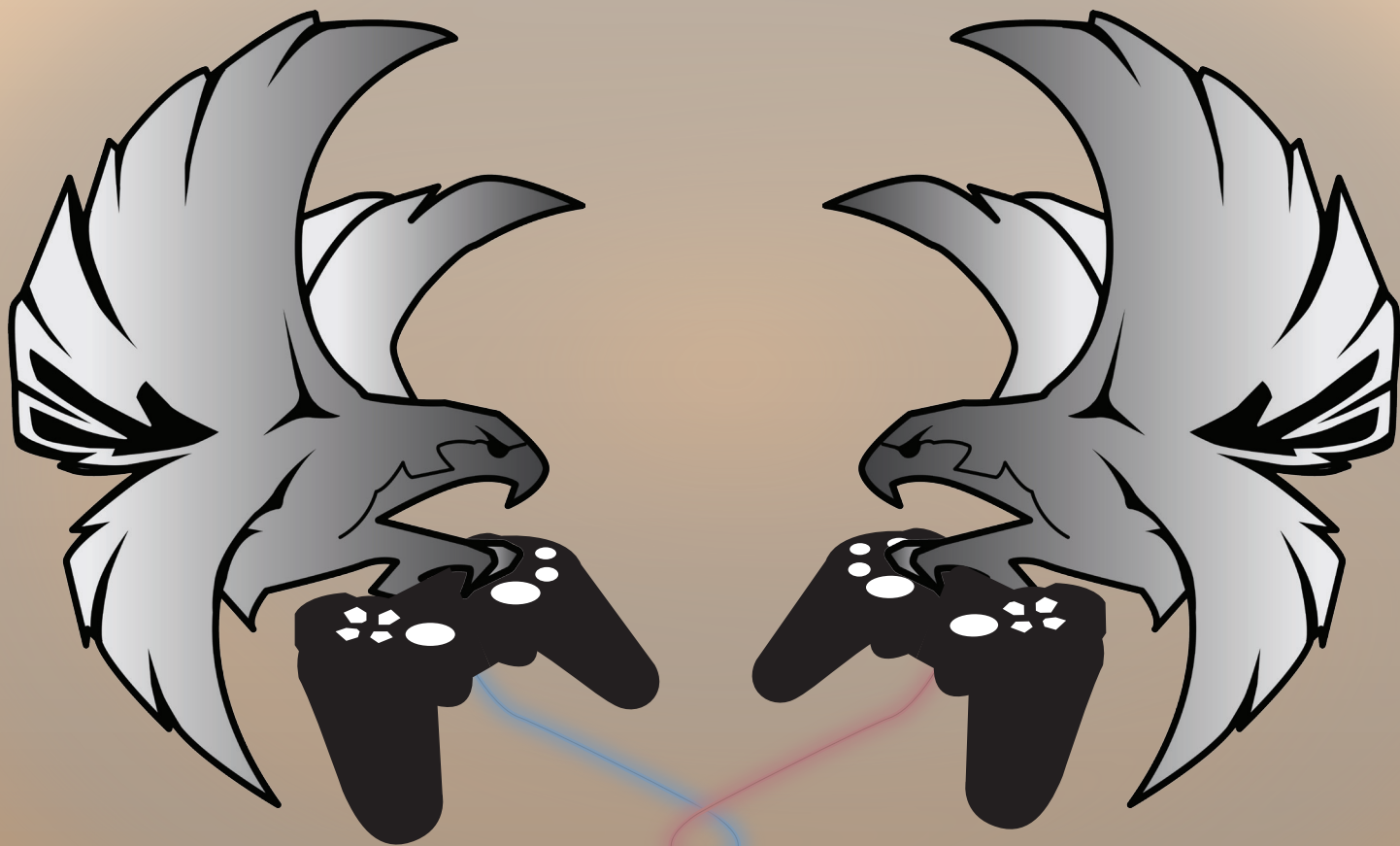


# GSW 1120

# BGSU

## Press Start:

### How can video games shape composition?





# Contents

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# Credits

Syllabus Design....Marshall Saenz

**A special thanks to...**

Dr. Lee Nickoson.....GSW Director

Kelly Moreland.....GSW Assitant Director

Lauren Garskie.....Design Theory

Lauren Salisbury.....Program Assistant Extraordinaire

Linda Peralez.....Visual Marketing Consultant

*You Intelligence and Guidance is Only Matched by Your Kindness and Patience.*

**A very special thanks to ....**

**All of the Studends Who Enroll in this Course!**

and

**BGSU's GSW Department**

**Obligatory Fine Print**

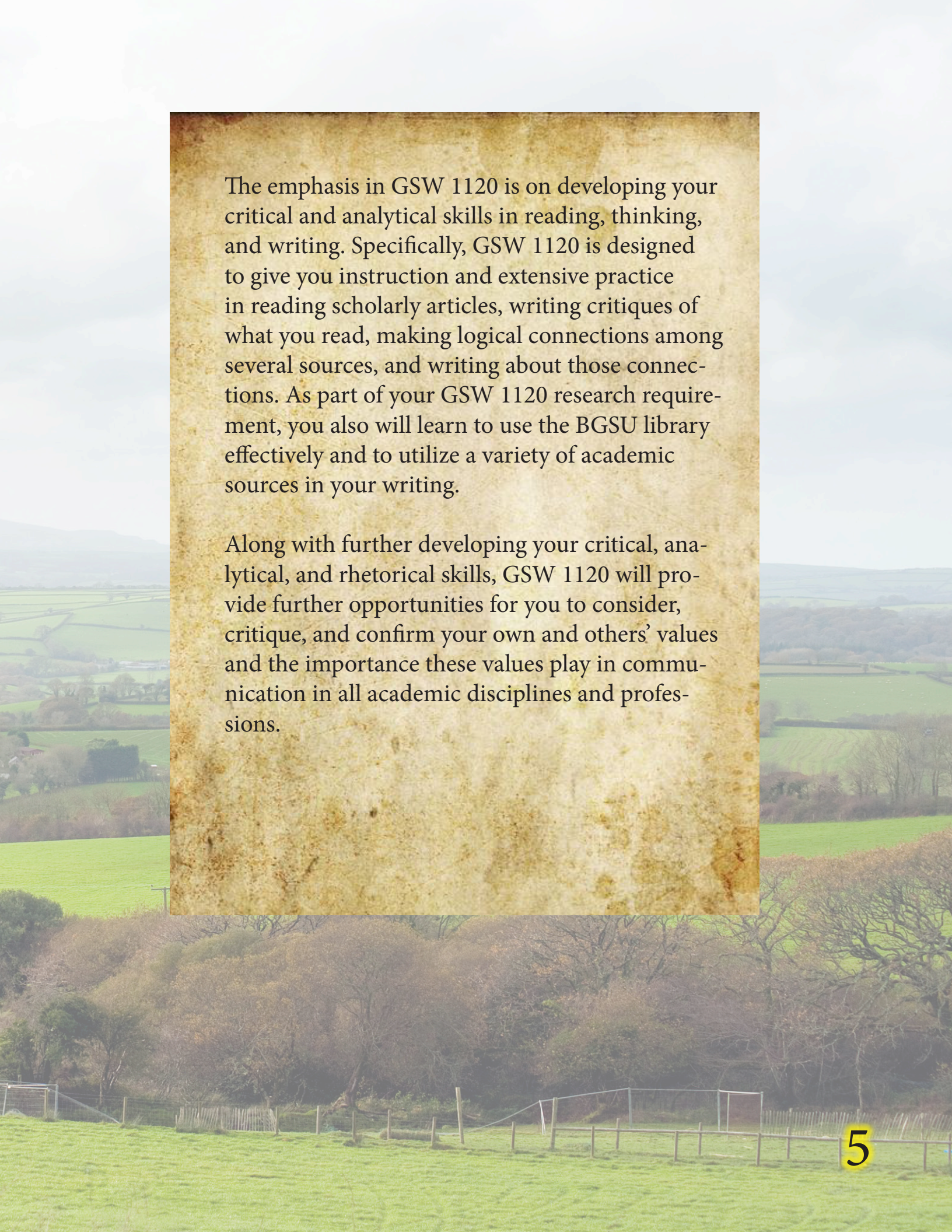
\*The artistic work depicted in this document derive from user created content and Creative Commons free-use images. This work is intended to be used as a non-profit, educational resource designed for use in a public, non-profit educational institution, complying with the protections of fair use. A more detailed explanation can be obtained at the following address: <http://fairuse.stanford.edu/overview/fair-use/>



## Course Description

GSW 1120, “Academic Writing,” is the last in the series of General Studies Writing (GSW) courses offered at BGSU.

Although there are probably hundreds of varieties of academic writing that occur in various contexts (some of which you may have explored in 1100 or 1110), in this class we concentrate on three varieties of writing that are especially prominent in academic settings: the critique, the multiple source synthesis project, the investigative inquiry project (or presearch), and the synthesized researched project.



The emphasis in GSW 1120 is on developing your critical and analytical skills in reading, thinking, and writing. Specifically, GSW 1120 is designed to give you instruction and extensive practice in reading scholarly articles, writing critiques of what you read, making logical connections among several sources, and writing about those connections. As part of your GSW 1120 research requirement, you also will learn to use the BGSU library effectively and to utilize a variety of academic sources in your writing.

Along with further developing your critical, analytical, and rhetorical skills, GSW 1120 will provide further opportunities for you to consider, critique, and confirm your own and others' values and the importance these values play in communication in all academic disciplines and professions.

## The Role of Gaming Scholarship in Composing

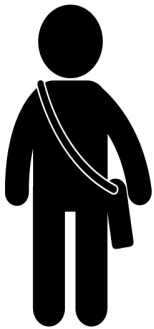
From an academic standpoint, video games work as multifaceted experiences for learners. They are not only tools of embodiment and gateways to fascinating new worlds, but they also offer plentiful discourse, clues to cultural and social understandings, new ways of knowledge and making meaning, and present researchable questions. In this course, you will read selections from video game scholars as they present how video games as meaningful discourses and incorporate those thoughts into our course objective. You will also have the opportunity to engage, disrupt, and re-purpose these works to create your own interpretations.

Why do certain game console designs matter to our world? Do game companies extend ethos from the gaming world to ours? How do gaming identities reflect our own? Are, or can, game worlds be real? Can games teach us to communicate better or differently? Do games contain rhetorical elements? How does game design resemble composing? These are just some of the many critiques and researchable pathways you may follow on your quest through GSW 1120.

*The adventure begins...*

# The Most Important Role... Yours

## GSW 1120 Student Creation Screen



Welcome GSW 1120 Student...

You arrived just in time! Your skills are greatly needed as we explore this wonderful and curious world. There are amazing discoveries ahead of you as well as many fascinating challenges...

However, you are not alone! Far from it. A band of other adventurers just like you have arrived to come along on the journey...

Before setting forth on your path, take a moment to read through this syllabus to get a better sense of how to navigate around the course...

Remember that you bring with you many useful tools and insights. These are much needed and appreciated as we collaborate...

We await the opportunity to meet you...

```
▶ A B C D E F G H I J K L  
M N O P Q R S T U V W X  
Y Z a b c d e f g h i j  
k l m n o p q r s t u v  
w x y z ◀ The End
```

```
Please enter  
Player's name.
```

## General Studies Writing 1120 Profile: Marshall Saenz



Office: 317 East Hall

Email: [msaenz@bgsu.edu](mailto:msaenz@bgsu.edu)

Office Hours: Monday 4:30 p.m. - 5:30 p.m. (or by appointment)

Department: Rhetoric and Writing

Special Abilities: Video Game Theory (P.O.G), Activity Theory, Design

Sub-Skills: Tinkering, Prototyping

Level: P.h.D (2nd Year)

Writing represents a one of the most impactful ways to learn, transfer, and experience knowledge in ways that can truly shape the world in which we live. In this sense, writing is not only a professional endeavor but also a personal one that cultivates exploration into identity and voice. To this end, my students are given the agency to learn and fashion compositions using various literacies and rhetorical strategies while engaging in such discoveries. Ultimately, the goal for constructive writing practices occur within the process of successfully navigating systems constructed by the rules, tools, community, and division of labors of the course.

I approach this goal through a framework based on Engestrom's activity theory and design grammars identified by Gee's principals of learning from good games. As such, I appreciate the value of course designs situated in social activity and my classroom embraces this ideology by implementing a number of collaborative activities such as group work, peer review, and simulations to augment learning. Following cues from Berlin and Dewey, I understand that each class uniquely creates its own culture and my students are encouraged to assist in developing a positive and safe learning environment attuned to fit their success. As a result of these ideologies and practices, I am perpetually a mentor and a learner always seeking to refine my skills and explore new possibilities on writing's great horizons.

### GSW 1120 Library Research Guide

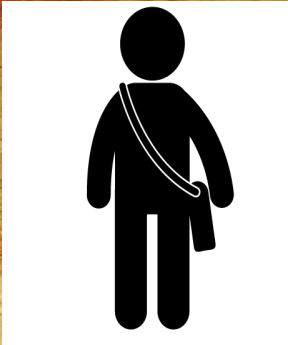
To help familiarize you with the level of academic library research skills necessary for this course, you will be required to work with online materials, which have been provided by the staff of the Jerome Library. The materials – which you are encouraged to use on your own as well for this class – are located at the following site:

<http://libguides.bgsu.edu/gsw1120>

These materials differ from the Library Research Guide used in GSW 1100/1110. On this site, you will learn about scholarly sources, locating sources beyond Academic Search Complete and evaluating sources. This Research Guide is also available by going to the main library web page and clicking on Research Guides by Course in the center of the page.



# Inventory



Technology



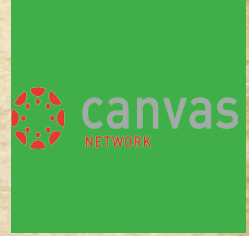
Documents



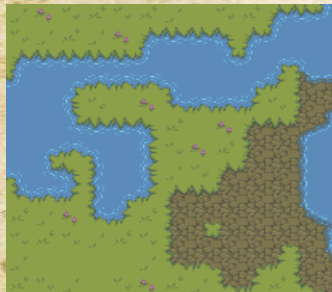
Communica-



Canvas



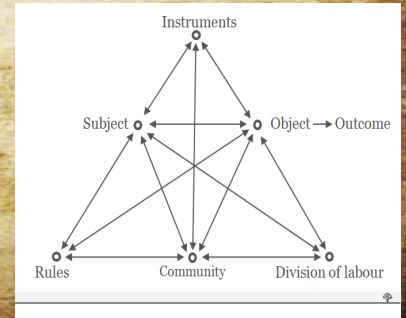
BGSU campus



Add New Tools



Compass



Mr. Saenz:

*You have arrive with a number of tools at your disposal. Aside from your current skill sets, BGSU has PC and Mac computers with all sorts of software for composing and research. You also have documents such as the syllabus, assignment sheets, and volumes of physical and digital documents located at the library. Seek these out for help in your work! Another great tool you have is your contact tools in the form of phone, email, and chat. Use these to contact powerful allies such as librarians, writing consultants, and support staff who can help when you get stuck or have questions. Also feel free to email or video chat with me and I will get you the contact information you need! Additionally, look on our Canvas page for great resources.*

*The Atctivity Compass may be of some help. Think about how to navigate the rules, tools, and communities involved in our course to help you find your way!*

# Course Learning Outcomes

In the table below, the Bowling Green Perspective (BGP) University Learning Outcomes for English Composition and Oral Communication (ECOC) are listed alongside their corresponding abbreviated GSW Learning Outcomes.

| BGP Learning Outcomes:<br>English Composition & Oral Communication (ECOC)  | GSW Course Learning Outcomes  |
|--|---|
| <b>ECOC 1. Formulate</b> effective written and/or oral arguments which are based upon appropriate, credible research.                                      | Engage in the electronic research and composing processes, including locating, evaluating, disseminating, using and acknowledging research, both textual and visual, from popular and scholarly electronic databases.   |
| <b>ECOC 2. Construct</b> materials which respond effectively to the needs of a variety of audiences, with an emphasis upon academic audiences.             | Demonstrate the importance of values systems in academic writing, including the abilities to write effectively to audiences with opposing viewpoints, to participate in an active learning community that values academic honesty, and to recognize the place of writing within learning processes.   |
| <b>ECOC 3. Analyze</b> how the principles of rhetoric work together to promote effective communication.  | Practice the processes entailed in academic writing, including recursive processes for drafting texts, collaborative activities, the development of personalized strategies, and strategies for identifying and locating source materials.  |
| <b>ECOC 5. Utilize</b> rhetorical strategies that are well-suited to the rhetorical situation, including appropriate voice, tone, and levels or formality. | <p>Demonstrate rhetorical knowledge through writing in a variety of academic genres and to a variety of academic audiences.</p> <p>Demonstrate knowledge of the conventions of academic writing, including format and documentation systems, coherence devices, conventional syntax, and control over surface features such as grammar, punctuation, mechanics, and spelling.</p> |
| <b>ECOC 6. Demonstrate</b> critical thinking, reading, and writing strategies when crafting arguments that synthesize multiple points of view.             | Demonstrate critical thinking, reading, and writing skills through approaching academic writing assignments as a series of cognitive tasks, including engaging in multiple modes of inquiry, synthesizing multiple points of view, critiquing student and professional writing, and assessing source materials.   |

# Assessment of ECOC Learning Outcomes

In addition to the evaluation of your final researched project for a grade, this project will be used for assessment of the BGP's ECOC Learning Outcomes using the following rubric in Canvas:

| BGP Learning Outcomes:<br>English Composition & Oral Communication<br>(ECOC)   | Exceeds Expectations<br>2   | Meets Expectations<br>1   | Does Not Meet<br>Expectations<br>0   |
|--|---|---|--|
| <b>ECOC 1. Formulate</b> effective written and/or oral arguments which are based upon appropriate, credible research.                                      | Writing demonstrates appropriate attention to sustained argument and/or credible, relevant research.                    | Writing demonstrates basic attention to sustained argument and/or credible, relevant research.                    | Writing lacks a sustained argument and/or credible, relevant research.   |
| <b>ECOC 2. Construct</b> materials which respond effectively to the needs of a variety of audiences, with an emphasis upon academic audiences.             | Writing demonstrates appropriate attention to context, audience, and assigned task                                      | Writing demonstrates basic attention to context, audience, and assigned task.                                     | Writing lacks minimal attention to context, audience, and assigned task.   |
| <b>ECOC 3. Analyze</b> how the principles of rhetoric work together to promote effective communication.  | Writing demonstrates appropriate attention to purpose and to connecting various rhetorical elements into a whole essay. | Writing demonstrates basic attention to purpose and to connecting various rhetorical elements into a whole essay. | Writing does not demonstrate basic attention to purpose or to connecting various rhetorical elements into a whole essay. |
| <b>ECOC 5. Utilize</b> rhetorical strategies that are well-suited to the rhetorical situation, including appropriate voice, tone, and levels or formality. | Writing demonstrates appropriate attention to rhetorical situation, including tone, language level, and word choice.    | Writing demonstrates basic attention to rhetorical situation, including tone, language level, and word choice.    | Writing lacks minimal attention to rhetorical situation, including tone choice, language level, and word choice.         |
| <b>ECOC 6. Demonstrate</b> critical thinking, reading, and writing strategies when crafting arguments that synthesize multiple points of view.             | Writing demonstrates clear critical thinking and an ability to synthesize various points of view.                       | Writing demonstrates basic critical thinking and an ability to synthesize various points of view.                 | Writing does not demonstrate clear critical thinking or an ability to synthesize various points of view.                 |



A historical map of the Great Lakes region, showing the five Great Lakes (Superior, Michigan, Huron, Erie, and Ontario) and the surrounding landmasses. The map is drawn in brown ink on aged, yellowish paper. It includes various geographical labels such as 'The upper Lake', 'Lake Ontario', 'The lower Lake', and 'Great Lakes'. The word 'FRANCIA' is visible in the upper right quadrant. The text 'Areas to Explore' is overlaid in the center in a large, black, serif font. The map also shows numerous smaller lakes, rivers, and settlements, with some names in French or Latin script.

# Areas to Explore

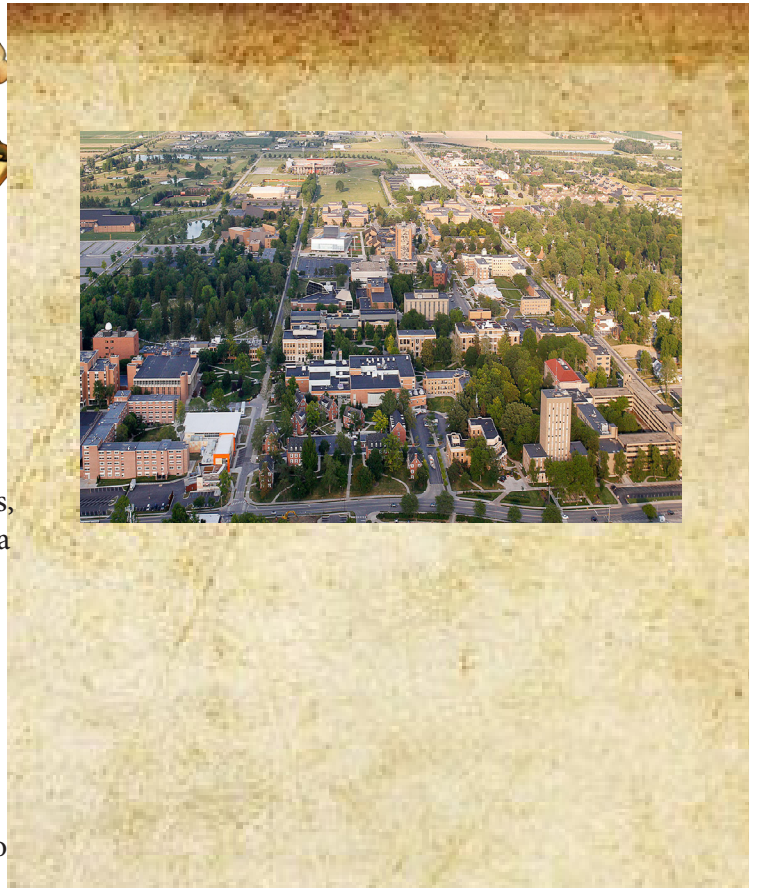
# Bowling Green State University

Welcome to Bowling Green State University World (BGSUW). This sprawling campus is filled with a number of interesting buildings and populated with equally interesting people.

Each location on campus offers new and different experiences. Among these are colleges with departments that contain unique designs, curious artifacts, and intriguing sub-communities who specialize in a number of specific fields.

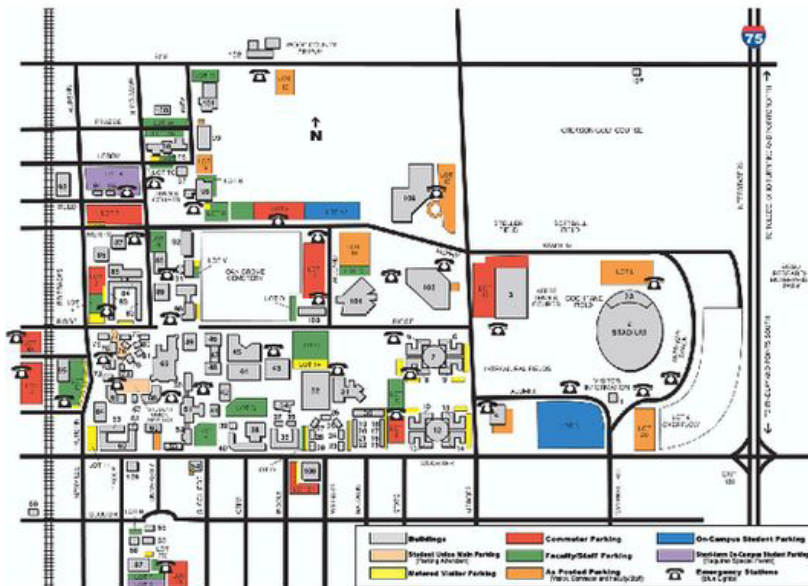
There are also many “common” areas on campus where students, faculty, and staff come together to eat, shop, exercise, or explore.

As you venture around this world, look for opportunities to link your observations and discoveries to the type of work you are doing in this course.



Some of the particular areas of interest will be laid out in this guide. These represent areas you are likely to visit in this course and should become familiar with. Nevertheless, this is not a complete list and you may find game and writing related information, topics, and communities not yet explored in this guide. If you manage to discover new zones that may be valuable to this course, please share!

Above all, be responsible and respectful to the places and people you find!



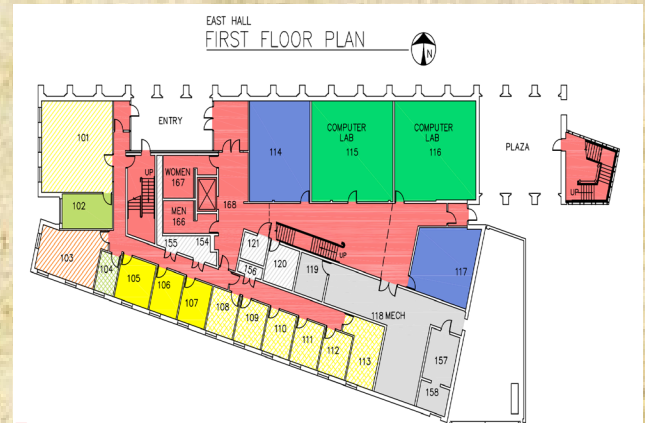
# East Hall

This is East Hall, home of the English department. You will find scholars pouring over tomes of long held knowledge and clacking away at creating new works to share with the world.

Of particular interest to this course, you will find the GSW main office, instructor mailboxes, a gaming laboratory, and your instructors office in this building.

**Add this location to your physical or mental map!**

You would do well in scouting out this location early in the semester and familiarizing yourself with how to find the instructor's office and mailbox.



## Adventurer's Notes:

**GSW Office: East Hall 215**

**Mailbox Room: East Hall 210**

The second floor can be reached by stairs or elevator from the main floor. Coming up the stairs, stay right and loop back down the hall where the main offices are located. If you use the elevator, venture straight and to the left past the computer lab to find these locations. Use the room numbers as guides.

On the third and fourth floors you will find instructors offices and a few classrooms. Some have even heard tell that some of the English guild have constructed a gaming laboratory, but few have ventured so far as to confirm this tale...



Mr. Saenz:

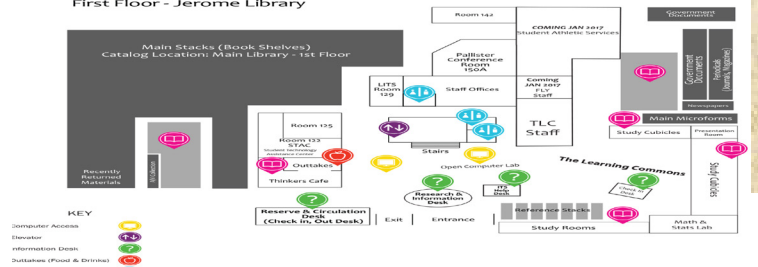
*My office is on the third floor, room 317. You can find me there during my office hour from 4:30 p.m. -5:30 p.m. on Mondays. Feel free to stop by or make an appointment!*

# Jerome Library

Jerome Library is one of the best places in all the land to gather and share knowledge. You will find computers, study rooms, thousands of books and journals, special collections, vast archives, and dozens of skilled staff members who can greatly assist you with gathering information. The library is a fantastic community space for you and any group members to visit at any time you need information, tools, or artifacts for a project. The following link may assist you in preparing for a visit to this location.



First Floor - Jerome Library



<https://www.bgsu.edu/library.html>

## Ray & Pat Browne Popular Culture Library (4th floor)

The popular culture library holds one of the best collections of popular culture materials in the entire country! Within these archives rest an assortment of video game relics for you to explore. The hunt for some of these gems may take you far in developing resources for your projects this semester. Bring your notes, an inquisitive mind, and a sharp eye as one of the collection's guides leads us on this treasure hunt deep into the archives.

<https://www.bgsu.edu/library/pcl.html>

## Writing Commons (1st Floor)

It is said that some of the most elite writers and critical thinkers have set up a stronghold toward the back of the library on the first floor. Led by their fearless leader, Jay Clevenger, these skilled practitioners are legendary for helping writers all over BGSU overcome their writing challenges. A great many GSW sages urge you to visit them early and often as you progress through your projects.

<http://www.bgsu.edu/learning-commons/writing.html>

## Student Technology Assistance Center (1st Floor)

This is the go to place should you ever need help with creating a project requiring multimedia or technical assistance. The consultants here know all about the gears, gizmos, gadgets, and widgets in a wide range of programs. They await your technical needs.

<http://www.bgsu.edu/library/stac.html>

## Moore Musical Arts Building

Our classroom is located in room 108 of the Moore Musical Arts Building. Upon entering the building you will notice several winding hallways filled with classrooms, interesting wall to wall murals, and music of all kinds.

Although a wondrous sort of place, it can be easy to get lost at first and there is no known map published on BGSU's website. It might be worthwhile to take some time to find our classroom and pick a route that you can best remember.



### Adventurer's Notes:

#### Moore Musical Arts Building

#### GSW 1120 Classroom: 108

Room 108 can be hard to find for first time explorers. Although there is no map available, some unique landmarks may help guide you.

The classroom is located below the first floor so you will need to find a staircase leading down. The "Hall of Murals" is very close to this staircase and you will be able to see a large courtyard nearby.

Once you descend down the stairs, you should see a lounge with snack machines and lockers.

When you enter this space, turn right. You should see a large computer lab filled with Macintosh computers. THIS IS THE CLASSROOM...

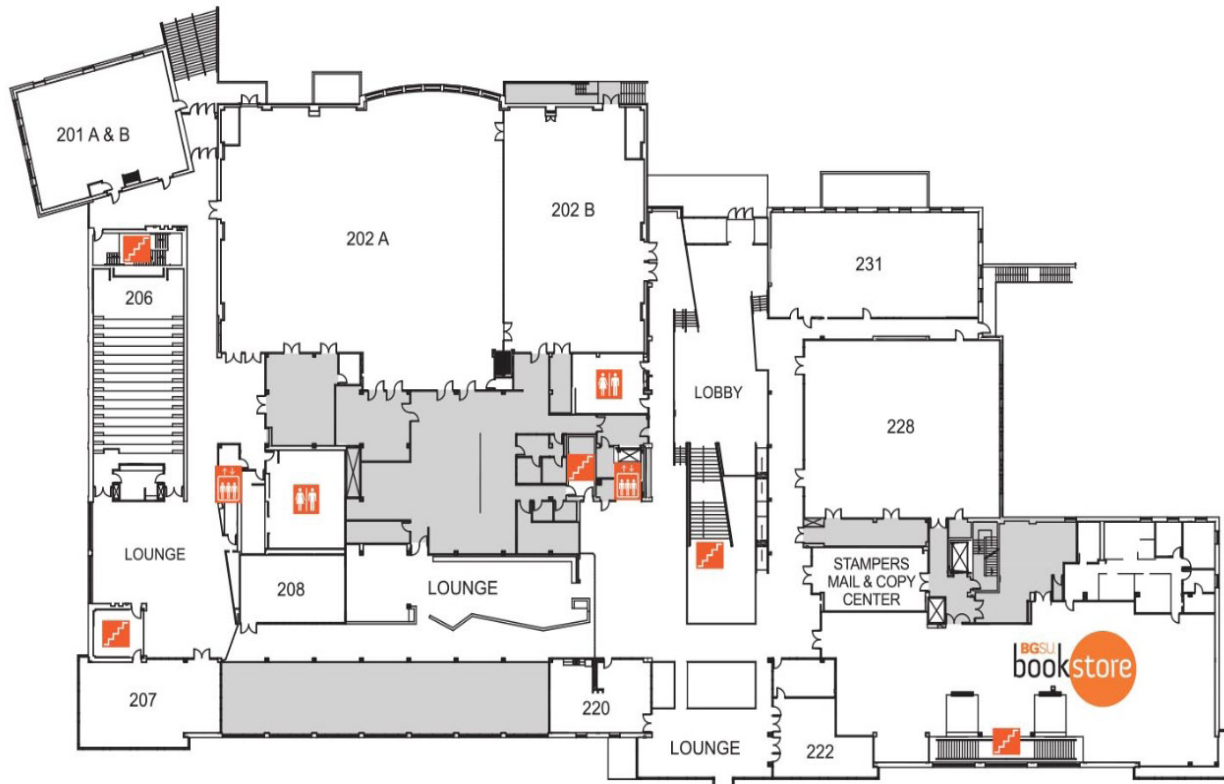
What lays beyond is for you to discover...



# Bowen-Thompson Student Union

The Bowen-Thompson Student Union is a hub of activity and a central meeting place for the inhabitants of BGSU. The complex is made up of floor floors filled with shops, labs, meeting rooms, offices, concessions, postal outlets, book stores, a pub, and several lounge areas.

This might be a good place for our class to interpret embodied activity and explore how games and environments operate. There is also talk that Friday nights become a hub for game related activities and a potential source of information gathering.





# Course Policies

## Course Policies

The classroom is a place for learning, and learning requires a respectful and appropriate environment. Therefore, students are expected to adhere to the following rules:

1. In order to get the most out of class time, students should log off Facebook, chat, email, Twitter, and the Internet unless doing so is part of a required class activity.
2. To be considerate of others in class, phones should be put away at the beginning of each class session. Contact the instructor ahead of time should some occasion require you to have your phone at the ready.
3. Likewise, iPods, MP3 players, and similar devices may not be used during class unless the instructor has specifically incorporated them into a class activity.
4. Communication is a key part of this course and you are encouraged to share your ideas about class related subject. In doing so, please be considerate of your peers and instructor. Also, keep discussion related to class topics.
5. The success of this course depends on your active engagement and involvement. Therefore, it is important that you arrive to class on time and prepared for the day's activities. Students should remain in class until dismissed.
6. Class discussion must be respectful. That is, whenever students speak, they should be considerate of other students' feelings, use appropriate language, and make their points without being combative or confrontational.

When students maintain these and other standards of respect, everyone in the class benefits.

### Laptop Sections:

All students enrolled in this section are required to have a laptop that you bring to each class. Because computers affect how scholars write, research, and communicate, this course will use laptops extensively to introduce student writers to the basics of academic writing. Your laptop must have a word processing program, and it should be fully charged and ready for each class.

## University Closure Due to Bad Weather

In most cases, the University will not close for winter conditions unless the Wood County Sheriff's Department declares a Level 3 emergency. Closing information will be communicated through BGSU's AlertBG text system, BGSU e-mail notification, BGSU's website, and Toledo's Television stations. (Note: You can sign up for AlertBG by signing into MyBGSU and clicking on the AlertBG tab at the top of the page.)

## Religious Holidays

It is the policy of the University to make every reasonable effort to allow students to observe their religious holidays without academic penalty. In such cases, it is the obligation of the student to provide the instructor with reasonable notice of the dates of religious holidays on which he or she will be absent. Should you need to miss a class due to a religious holiday, you should understand that absence from classes for religious reasons does not relieve you of responsibility for completing required work. In such an event, you should consult with me well before you leave for the holiday to find out what assignments will be due while you are absent—and you subsequently should have the assignments completed and turned in to me prior to missing class.

## Student Veteran-Friendly Campus

BGSU educators recognize student veterans' rights when entering and exiting the university system. If you are a student veteran or a student currently serving in any branch of the military, please let me know if accommodations need to be made for absences due to drilling or being called to active duty.

## (Dis)Abilities Statement

If you have a documented disability that requires accommodations in order to obtain equal access for your learning, please make your needs known to me, preferably during the first week of the semester. Please note that students who request accommodations need to verify their eligibility through the Office of Disability Services, 38 College Park (phone: 372-8495; TTY: 419-372-9455).

## Academic Honesty

Please refer to BGSU's current Student Affairs Handbook and to your GSW portfolio materials for information regarding BGSU's academic honesty policies. These policies and penalties apply to our class, as well as to all other classes at BGSU. We will discuss plagiarism and academic honesty in depth this semester.

## GSW 1120 Library Research Guide

To help familiarize you with the level of academic library research skills necessary for this course, you will be required to work with online materials, which have been provided by the staff of the Jerome Library. The materials – which you are encouraged to use on your own as well for this class – are located at the following site:

<http://libguides.bgsu.edu/gsw1120>

These materials differ from the Library Research Guide used in GSW 1100/1110. On this site, you will learn about scholarly sources, locating sources beyond Academic Search Complete and evaluating sources. This Research Guide is also available by going to the main library web page and clicking on Research Guides by Course in the center of the page.

As you will see, the GSW 1120 LibGuide provides significant assistance with search strategies, the use of the Library's databases, integration of sources into papers, academic honesty, and more. The site also contains a "Library Quiz" which you will be required complete when I assign it, and it contains an IM Chat Box which will allow you to ask a question which will be responded to immediately by a BGSU librarian.

I strongly recommend that you refer to this site as you work on your papers outside of class, as well as during class.

## Attendance

Attendance in this class is required. Class time will be devoted to actively building writing skills by writing and revising, discussing, and critiquing your own writing and the writing of others. Such activities simply cannot be "made up" satisfactorily by getting the notes from a peer or by meeting with me. I realize, however, that sickness or emergencies can occur; should you need to miss class, please be sure to contact me, preferably beforehand, to discuss what might be done to assist you with getting on track. However, I would hope that such absences would not occur more than a couple of times this semester. At the discretion of the instructor, students with excessive absences –**more than four**—will not have their portfolio submitted and therefore will not pass this course.

Note on attendance and participation: If you are regularly or continuously absent from class, you will not be able to earn or make up participation points. These will be deducted from your participation score in the course, which may significantly affect your grade. Please keep this in mind when considering whether to attend class.

## The Portfolio

You will work hard building drafts for each of the formal graded projects for this course. The Writing Portfolio is meant to collect and celebrate that effort—your effort—as a writer. The reflective introduction to the portfolio is an opportunity for you to critically engage the learning and writing processes you experienced throughout the course. It might also be a moment when you look forward, too. Think about the questions, challenges, successes you experienced as a writer, thinker, reader, student this semester: what questions, processes, habits of mind do you want to carry with you as you move through your undergraduate experience? In what ways does the portfolio present a snapshot of who you are/were as a writer this semester? And what does the writing you produced for 1120 leave you thinking about writing? Yourself as a writer? Your goals and questions about writing for various academic audiences? These and other questions suggest methods for thinking about the 1120 portfolio as a celebration of your writing effort.

As you compile your digital portfolio, you might also consider the affordances of having such a resource. How could you use or build upon your portfolio in the future? What might be the advantages of looking back on your work in GSW 1120? Furthermore, how will you compose your reflection (perhaps composed in a mode other than alphabetic text) to prepare for these future uses? These considerations might serve as a starting point for brainstorming the rhetorically informed design of your digital portfolio.

## GSW Policy for Grade Appeals

A student who wishes to appeal a grade received in a General Studies Writing course must follow the GSW Program's grade appeal procedures (detailed below). This policy mirrors the procedures outlined in the College of Arts and Sciences grade dispute policy: <https://www.bgsu.edu/arts-and-sciences/faculty/cdh/section-nine/section-9-9.html#grade>

As per the Arts and Sciences policy, "Grade dispute proceedings should be initiated by the end of the fifth (5th) week of the semester following the one in which the contested grade was given. For grades assigned during spring semester, proceedings should be initiated by the middle of the fall semester."

The General Studies Writing Program does not review appeals of individual essay assignment grades. Appeals of individual essay assignment grades should be made within the context of a formal appeal of a contested course grade.

## Late Work and Lost Essays

All work must be handed in when I request it in class. I will not accept late work unless you have made previous arrangements with me. If you feel as though you cannot complete any given assignment by the due date, always contact me to discuss alternative options. I am more than happy to work with you as long as you keep me informed in a timely manner (i.e., not just a couple of hours before the assignment is due).

Similarly, you are responsible for maintaining a copy of each draft of your essays. Your essays will be returned to you no later than a week after they have been submitted to me, and all essays and drafts must be present in the portfolio at the end of the semester.

## Revision Policy

Knowing how to revise your writing is an important aspect of being a successful writer; therefore, you will be required to write multiple drafts of your papers, and we will work hard on the development of your personal revision and editing skills. One goal of this class is for you to learn to determine when an 1120-level paper has been revised to the point where you can submit it as a “final draft” that will earn a “passing” evaluation. Taking advantage of our class time, your own homework time, my office hours, the Writing Center, and other available services and tools will provide you with the support you need for submitting final drafts that are at the “passing” level.

Sometimes, though, even with hard work students submit final drafts that are not passing. If you receive NP grades, you may revise the multiple source essay and the researched essay once after their original evaluation but only if you first schedule a conference with me to discuss your revision strategy. A revised essay is due within a week of our conference and should be submitted with the original graded essay and a new rubric. Please note that the grade for a revised essay can be no higher than a C, and that the critique may not be revised after it has been submitted as a final draft. As you consider whether or not to revise a researched essay that has earned an NP grade, please remember that students must pass the Researched Essay with a grade of C or higher in order to pass this course.

## **GSW 1120 Library Research Guide**

To help familiarize you with the level of academic library research skills necessary for this course, you will be required to work with online materials, which have been provided by the staff of the Jerome Library. The materials – which you are encouraged to use on your own as well for this class – are located at the following site:

<http://libguides.bgsu.edu/gsw1120>

These materials differ from the Library Research Guide used in GSW 1100/1110. On this site, you will learn about scholarly sources, locating sources beyond Academic Search Complete and evaluating sources. This Research Guide is also available by going to the main library web page and clicking on Research Guides by Course in the center of the page.

As you will see, the GSW 1120 LibGuide provides significant assistance with search strategies, the use of the Library's databases, integration of sources into papers, academic honesty, and more. The site also contains a "Library Quiz" which you will be required complete when I assign it, and it contains an IM Chat Box which will allow you to ask a question which will be responded to immediately by a BGSU librarian.

I strongly recommend that you refer to this site as you work on your papers outside of class, as well as during class.

## **Attendance**

Attendance in this class is required. Class time will be devoted to actively building writing skills by writing and revising, discussing, and critiquing your own writing and the writing of others. Such activities simply cannot be "made up" satisfactorily by getting the notes from a peer or by meeting with me. I realize, however, that sickness or emergencies can occur; should you need to miss class, please be sure to contact me, preferably beforehand, to discuss what might be done to assist you with getting on track. However, I would hope that such absences would not occur more than a couple of times this semester. At the discretion of the instructor, students with excessive absences –more than four—will not have their portfolio submitted and therefore will not pass this course.

## **Note on attendance and participation**

If you are regularly or continuously absent from class, you will not be able to earn or make up participation points. These will be deducted from your participation score in the course, which may significantly affect your grade. Please keep this in mind when considering whether to attend class. Because participation is very important in this course, excessive non-participation in groupwork, activities, or peer review may





Course Projects

Calendar

Challenges

# The Antagonistic Trio

## Glitch

Glitch represents the technical difficulties such as lost drives, no saves, interface problems, and all the technical problems you may encounter in your journey. To avoid this character, you should save often, check submission deadlines, make sure files work, learn your software, and communicate with the instructor or STAC if technical issues arise.



## The Wurm

The Wurm loves to eat your work, chew up your structure and sentences, and generally run amok in your work. It gets in quick and gobbles up your hard work in a hurry so keep a steady eye out for its tell tale sigs. The best way to defeat this menace is to check your work frequently, engage in peer review, and visit the Writing Commons.

## Captain Stickyfinger

Stickyfinger roams the high seas of academia looking to pirate valuable material. Count on him to be involved in citing problems and plagiarism. The best way to avoid the pirate's lure is to give yourself plenty of time to work, check your citations, and visit the Writing Commons.



# Project and Course Grades

All of your projects will be assessed according to the GSW rubric. Each project will earn a grade of A, B, C, or “no credit,” which is considered a failing grade. Additionally, you will earn points for each project that will be calculated toward your final grade. You will always have access to both my formative assessment (in the form of marginal and end comments) on each project and your Canvas gradebook.

Each of the 5 projects in GSW 1120 is graded on a 100-point scale, but they are weighted differently. The chart below displays the weighted breakdown of the final course grade.

## College Credit Plus

- A Outstanding or excellent performance.
- B Strong performance. Exceeded requirements for completing the course.
- C Satisfactory performance. Meets requirements for satisfactorily completing the course as described on the syllabus.
- D Fails to meet minimum requirements as described in syllabus. Student completed all of the required course assignments, but failed to earn the required number of passing scores. Student may have exceeded number of absences permitted as stated on the course syllabus.
- F ATN

| <u>Participation Requirement</u>                  | <u>Description of Participation Requirement</u>  | <u>Points Possible</u><br>Total Participation Points: 100 |
|---|--|---|
| <u>Class Preparation</u>                          | Students are expected to bring all required materials to class each day; to complete all assigned readings; to actively participate in discussion each class; and to complete and turn in all required homework.   | ____/50   |
| <u>Collaborative Work</u>                         | Students will be required to participate in peer review and collaborative activities both during class and outside of class. Students are expected to follow guidelines for peer review/collaborative assignment and are expected to give prompt and thoughtful feedback to their peers.   | ____/25   |
| <u>Presentation(s)/Discussion facilitation(s)</u> | Students will be required to facilitate discussion of at least one required reading and will be required to present their research findings from their Research project to the class. Students are expected to be thoroughly prepared by developing questions for discussion and by preparing a visual to enhance discussions and presentations. | ____/25   |

# Weekly Agenda

| Date                              | Class Time  | Homework Assignment for Next Class  |
|-----------------------------------|---|---|
| <b>Week One</b><br>Monday, 1/9    | <ul style="list-style-type: none"> <li>▪ Introduction to course and Canvas</li> <li>▪ What is a Video Game?</li> <li>▪ Activity: Getting into the Game</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Review Syllabus</li> <li>▪ <i>Understanding Rhetoric: pp. 1-23; 113-127</i></li> </ul>   |
| Wednesday, 1/11                   | <ul style="list-style-type: none"> <li>▪ Spaces and Identities</li> <li>▪ Activity: Choose your Player</li> <li>▪ Activity</li> <li>▪ <b>Introduce Project 1: Critiquing and Article</b></li> </ul>   | <ul style="list-style-type: none"> <li>▪ <i>Understanding Rhetoric: pp. 35-55</i></li> </ul>  |
| <b>Week Two</b><br>Monday, 1/16   | <ul style="list-style-type: none"> <li>▪ <b>MLK Holiday No Class</b></li> </ul>   | <ul style="list-style-type: none"> <li>▪ <i>Understanding Rhetoric: pp. 35-55; 67-102</i></li> </ul>  |
| Wednesday, 1/18                   | <ul style="list-style-type: none"> <li>▪ Why Rhetoric?</li> <li>▪ Activity</li> <li>▪ Strategic Reading</li> <li>▪ Activity</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Dolan, James <i>What's Wrong with Video Games?</i></li> <li>▪ <u>McGonigal</u>, Jane <i>What Exactly is a Game?</i></li> <li>▪ <b>Bring Project 1 Draft for Peer Review</b></li> </ul> |
| <b>Week Three</b><br>Monday, 1/23 | <ul style="list-style-type: none"> <li>▪ Cam <u>Adir</u> and Jane <u>McGonigal</u> Talk</li> <li>▪ Developing a Critique</li> <li>▪ Activity: Discussion and Critique-<br/><i>Cross Currents Article: Game Worlds are Real Worlds/What these worlds teach writers?</i></li> </ul> | <ul style="list-style-type: none"> <li>▪ Gee, James Paul <i>Video Games a Waste of Time?</i></li> <li>▪ <b>Submit Project 1 Draft</b></li> </ul>  |

## Critique Project (10% of portfolio grade)

The GSW 1120 critique is written as a systematic evaluation of an academic article. An effective critique provides your reader (and yourself) with a full understanding of the article being critiqued, its intended meaning, its merits and faults. The 1120 critique will be graded on how fairly, accurately, and efficiently the text is summarized, how thoroughly and sensibly it is evaluated, and how clearly the criteria used to evaluate the essay are presented.

## Multiple Source Project (MSP) (20% of portfolio grade)

Another kind of project you will compose is a synthesized multiple source project. In this assignment, you will offer your own argument supported by various sources. You will be expected to present your view on the subject matter of several readings while synthesizing ideas from the authors you have read. While a proficient multiple source project clearly expresses your own thoughts on a particular issue, it also exhibits your thorough familiarity with differing views on that issue. Your success in composing a proficient multiple source project will be determined, in part, by how well you understand and synthesize information from the various sources you have read and your ability to incorporate sources found through independent research.

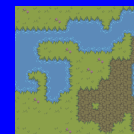
|                                  |   |   |
|----------------------------------|---|---|
| Wednesday, 1/25                  | <ul style="list-style-type: none"> <li>▪ <b>Introduce Project 2: Multiple Source Project</b></li> <li>▪ <i>Free to Play</i></li> <li>▪ <i>Discussion Board Activity</i></li> </ul>  | <ul style="list-style-type: none"> <li>▪ <i>Understanding Rhetoric: pp. 143-181</i></li> </ul>  |
| <b>Week Four</b><br>Monday, 1/30 | <ul style="list-style-type: none"> <li>▪ Congress v. Night Trap; Gabe <u>Zichermann</u></li> <li>▪ Activity “Manuals” Digging beyond the text to find critical analysis</li> </ul>  | <ul style="list-style-type: none"> <li>▪ <u>Bogost</u>, Ian <i>Shaking the Holocaust Train</i></li> <li>▪ Gee, James Paul <i>Cultural Models: Do You Want to be the Blue Sonic or the Dark Sonic?</i></li> <li>▪ <b>Submit Project 1 Revised</b></li> </ul> |
| Wednesday, 2/1                   | <ul style="list-style-type: none"> <li>▪ James Paul Gee: Principals of Gaming</li> <li>▪ Content Areas: Multiple discussions to explore</li> <li>▪ Finding Multiple and Reliable Sources</li> <li>▪ Activity: Generating Multiple Sources</li> <li>▪ Sign Up for Conferences</li> </ul> | <ul style="list-style-type: none"> <li>▪ Attend Conferences</li> <li>▪ <i>Understanding Rhetoric</i> pp. 180-194</li> <li>▪ <b>Bring Project 2 for Peer Review</b></li> </ul>   |



Mr. Saenz:

*By now we are getting into thicker areas of the course. This s a good time to take stock of where you are and keep refining your APA skills.*

*Don't forget that the Writing Commons and the STAC can help. Of course, see me if you need guidance! Happy Adventures and remember to stay on path!*



|                                 |  |  |
|---------------------------------|--|--|
| <b>Week Five</b><br>Monday, 2/6 | <ul style="list-style-type: none"> <li>Meet at BGSU Ray Browne Popular Culture Library (Floor 4)</li> <li>Archival Research Presentation</li> <li>Activity: <a href="#">Digging into the Archives</a></li> </ul> | <ul style="list-style-type: none"> <li>Complete Project 2</li> <li>Discussion Board topic</li> </ul> |
| Wednesday, 2/8                  | <ul style="list-style-type: none"> <li><b>Introduce Project 3: Investigative Inquiry</b></li> <li>Citing Multiple Sources</li> <li>Peer Review</li> </ul>  | <ul style="list-style-type: none"> <li>Developing a proposal</li> </ul>                              |

## Investigative Inquiry Project (Presearch) (20% portfolio grade)

The Investigative Inquiry Project (or presearch) is designed to help you conduct preliminary, exploratory research on an issue of interest to you and to help you develop and hone a focused research question that you will answer in your formal Researched Project. In this Investigative Inquiry assignment, you will familiarize yourself with multiple sides of one specific topic by finding four to five articles that show both similar and differing viewpoints on the issue. Like the multiple source project, you will synthesize these sources to exhibit your familiarity with the complex views on the issue. However, this Investigative Inquiry Project does not present and support your argument; rather, it presents information about the multiple views/sides/arguments on the issue. Once you understand the multiple sides of an issue, you will consider your stance and develop a research question that you will use as the basis for your argument in the Researched Project.

|                                   |   |  |
|-----------------------------------|---|--|
| <b>Week Six</b><br>Monday, 2/13   | <ul style="list-style-type: none"> <li>Meet at BTSU</li> <li>Activity: Putting <a href="#">Losh</a> and Alexander reading into action- Culture, Embodied sources, and practices.</li> </ul> | <ul style="list-style-type: none"> <li>Developing a proposal</li> </ul>  |
| Wednesday, 2/15                   | <ul style="list-style-type: none"> <li>Imbedded Research Guest: <i>Education and Minecraft with Mark Stevens</i></li> <li>Q&amp;A researching possibilities</li> </ul>                      | <ul style="list-style-type: none"> <li>Discussion Board Activity</li> </ul>  |
| <b>Week Seven</b><br>Monday, 2/20 | <ul style="list-style-type: none"> <li>Imbedded Research <a href="#">Guest</a>: <i>Design with Dr. Bonnie Mitchell</i></li> <li>Characters, Worlds, and Themes</li> </ul>                   | <ul style="list-style-type: none"> <li><a href="#">Bogost</a>. Ian <i>Can a Gobbler Have it All?</i></li> </ul>                  |
| Wednesday, 2/22                   | <ul style="list-style-type: none"> <li><i>GTFO</i></li> </ul>   | <ul style="list-style-type: none"> <li><b>Submit Project 3: Investigative Research Draft</b></li> <li>Discussion GTFO</li> </ul> |
| <b>Week Eight</b><br>Monday, 2/27 | <ul style="list-style-type: none"> <li>Imbedded Research: <i>Design with Dr. Bonnie Mitchell</i></li> </ul>   | <ul style="list-style-type: none"> <li>Discussion Board: Ideation</li> </ul>   |
| Wednesday, 3/1                    | <ul style="list-style-type: none"> <li>Research Proposal Workshop Day</li> <li><b>Submit Research Proposal</b></li> </ul>   | <ul style="list-style-type: none"> <li>Discussion Board: Prototyping</li> </ul>  |
| <b>Week Nine</b><br>Monday, 3/6   | <ul style="list-style-type: none"> <li><b>Spring Break-No Class</b></li> </ul>  | <ul style="list-style-type: none"> <li><b>Submit Project 3: Investigative Research Revised</b></li> </ul>                        |
| Wednesday, 3/8                    | <ul style="list-style-type: none"> <li><b>Spring Break-No Class</b></li> </ul>  | <ul style="list-style-type: none"> <li><b>No Assignments-Happy Break</b></li> </ul>  |

|                                    |  |  |
|------------------------------------|--|--|
| <b>Week Ten</b><br>Monday, 3/13    | <ul style="list-style-type: none"> <li>▪ <b>Introduce Project 4: Research</b></li> <li>▪ Research Notebook</li> <li>▪ Research Materials</li> <li>▪ <u>Activity</u>: Laying Plans-Outlining and Drafting ideas.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Contact your panel members</li> <li>▪ Gather Research Materials</li> <li>▪ Contact Ed or Art peers</li> <li>▪ Sign up for Conferences</li> </ul>                  |
| Wednesday, 3/15                    | <ul style="list-style-type: none"> <li>▪ Research Workshop</li> <li>▪ Activity: Developing key points</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Continue Research</li> <li>▪ Conferences</li> </ul>   |
| <b>Week Eleven</b><br>Monday, 3/20 | <ul style="list-style-type: none"> <li>▪ Research Peer Review</li> <li>▪ Activity: The reference page</li> <li>▪ Activity: Critical Analysis Feedback</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Develop Research Paper Outline</li> <li>▪ Conferences</li> <li>▪ <b>Project 4: Submit Rough Draft</b></li> <li>▪ <b>Submit Critical Feedback Draft</b></li> </ul> |
| Wednesday, 3/22                    | <ul style="list-style-type: none"> <li>▪ Addressing Technology, Modality, and Visuals</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Discussion Board Activity</li> <li>▪ Continue Research</li> <li>▪ Work on Critical Feedback</li> </ul>  |
| <b>Week Twelve</b><br>Monday, 3/27 | <ul style="list-style-type: none"> <li>▪ Open Peer Review</li> <li>▪ Critical Analysis Feedback</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Work on Critical Feedback</li> </ul>  |
| Wednesday, 3/29                    | <ul style="list-style-type: none"> <li>▪ Research Workshop</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Discussion Board activity</li> </ul>  |

## Researched Project (30% portfolio)

You will compose one 8-10 page researched project in GSW 1120. This project will make use of a variety of sources (e.g., journal and newspaper articles, books, online sources, interviews, surveys, etc.). Like the multiple source project, the researched project will present your view/argument on a particular issue while synthesizing ideas from a number of sources. The researched project will be graded on the quality of the research, the clarity and accuracy with which the information is presented, the effectiveness and logic with which sources are used to support your own original and relevant argument, and your use of appropriate documentation of your sources. Because proficiency in argumentative synthesis is a key goal of GSW 1120, all students must pass the researched project with a grade of C or higher.

This is a major project with many parts. You will get to work with some great research! It is easy to get tangled up or lost, though.

The key is to stay organized and use your time wisely and plan ahead to avoid the Antagonistic Trio .



|   |  |  |
|---|--|--|
| <b><u>Week Thirteen</u></b><br>Monday, 4/3  | <ul style="list-style-type: none"> <li>▪ <b>Introduce Project 5: Reflection</b></li> <li>▪ Reflection discussion</li> </ul>      | <ul style="list-style-type: none"> <li>▪ Meet/Discuss with your panel members</li> <li>▪ Complete Project 4</li> <li>▪ Complete Critical Feedback</li> </ul> |
| Wednesday, 4/5                              | <ul style="list-style-type: none"> <li>▪ Workshop Time</li> </ul>  | <ul style="list-style-type: none"> <li>▪ <b>Submit Project 4: Revised Draft</b></li> <li>▪ <b>Submit Critical Feedback</b></li> </ul>                        |
| <b><u>Week Fourteen</u></b><br>Monday, 4/10 | <ul style="list-style-type: none"> <li>▪ Research Panels</li> <li>▪ Activity: Panel Abstracts</li> </ul>                         | <ul style="list-style-type: none"> <li>▪ Work on Project 5</li> <li>▪ <i>Understanding Rhetoric</i>: pp. 245-272</li> </ul>                                  |
| Wednesday, 4/12                             | <ul style="list-style-type: none"> <li>▪ <i>Understanding Rhetoric: Going Public</i></li> <li>▪ Project 5 Peer Review</li> </ul> | <ul style="list-style-type: none"> <li>▪ <b>Submit Project 5: Reflection Draft</b></li> <li>▪ Prepare for panel presentation</li> </ul>                      |
| <b><u>Week Fifteen</u></b><br>Monday, 4/17  | <ul style="list-style-type: none"> <li>▪ <b>Introduce Portfolio</b></li> <li>▪ <b>Panel 1 Presentation</b></li> </ul>            | <ul style="list-style-type: none"> <li>▪ Work on reflection</li> <li>▪ Work on Portfolio</li> <li>▪ Prepare for panel presentation</li> </ul>                |

## Self-Reflective Project (10% of portfolio)

Finally, you will compose a self-reflective project to be included in your final course portfolio. In this project you will demonstrate, using evidence from your work throughout the semester, how you have successfully met the goals and learning outcomes for GSW 1120. You might also mention how you plan to apply what you've learned this semester to future academic projects. Your Self-Reflective Project, along with your Researched Project and all of your other course projects and drafts, will be compiled into a final course portfolio in order to demonstrate your learning from the course.



|                                     |  |  |
|-------------------------------------|--|--|
| Wednesday, 4/19                     | <ul style="list-style-type: none"> <li>▪ Portfolio Discussion</li> <li>▪ <b>Panel 2 Presentation</b></li> <li>▪ <b>Panel 3 Presentation</b></li> </ul> | <ul style="list-style-type: none"> <li>▪ <b>Project 5 Submit Revised Reflection</b></li> <li>▪ Work on Portfolio</li> <li>▪ Prepare for panel (if needed)</li> </ul> |
| <u>Week Sixteen</u><br>Monday, 4/24 | <ul style="list-style-type: none"> <li>▪ <b>Panel 3 Presentation (if needed)</b></li> <li>▪ Portfolio Workshop</li> </ul>                              | <ul style="list-style-type: none"> <li>▪ Work on Portfolios</li> </ul>   |
| Wednesday, 4/26                     | <ul style="list-style-type: none"> <li>▪ Submit Portfolios</li> </ul>  | <ul style="list-style-type: none"> <li>▪ <b>Have a Great Summer!</b></li> </ul>  |

## Additional Activities

I will occasionally assign short writing activities to supplement drafting, revising, and editing the graded projects, which, like the five graded projects, need to be complete for passing GSW 1120. As with the graded assignments, the additional writing assignments are designed as more low-stakes efforts to improve your critical thinking and writing skills and help you better build stronger formal, graded projects.

You will want to be sure to complete such activities, which may include discussion boards, reading assignments, or other individual or collaborative activities, according to my instructions and to submit them in the manner directed on the due date in order to receive credit for the writing effort.

GSW 1120 - 2039 Final  
 Monday, May 1  
 6:00 p.m.-8 p.m.