

San José State University
Department of English

Engl. 108, Interactive Fiction: Gaming & Narrative (Fall 2016)

<https://gamingnarrative108.wordpress.com>

Course and Contact Information

Instructor:	Dr. Katherine D. Harris
Office Location:	FO 220,
Telephone:	408-924-4475
Email:	Katherine.harris@sjsu.edu
Office Hours:	T/R 12-1pm (in-person) By appt via Skype, Google Hangout
Class Days/Time:	T/R 1:30-2:45pm
Classroom:	SH 229
Prerequisites:	Upper Division Standing

Course Web Page

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on our course web page: <https://gamingnarrative108.wordpress.com/> You are responsible for regularly checking the email you provided in MySJSU to learn of any updates.

Course Description

This course studies the relationship between literary [narrative theory and games](#), especially plots that branch and fork to produce different stories with different endings. From experimental writing to video games, how have game/books changed or reinvented the possible spaces of narrative? How can knowledge of narrative possibilities (theory) enrich our understanding of games? This course surveys a wide variety of interactive narrative material, including print, film, and software, engaging students in analyzing and attempting to create branching narrative structures.

Course topics include:

- branching narratives, branching fiction, interactive fiction
- [Narratology](#)
- comparison of multiple “editions” of the same work (*House of Leaves*)
- cinematic video games
- storytelling games
- puzzle games

Our classroom, SH 229, is one of the long-standing technologically-advanced classrooms complete with a bay of PCs for every student, portable furniture, and plenty of space to move around.

Course Learning Outcomes and Course Goals

1. Students will demonstrate the ability to read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric.
2. Students will demonstrate the ability to write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject.
3. Students will demonstrate the ability to develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.

Upon successful completion of this course, students will be able to:

1. Students will demonstrate the ability to evaluate games and narratives based on branching.
2. Students will demonstrate the ability to discuss the variety of narrative possibilities for texts and games.

Required Texts/Readings

Textbook

Danielewski, Mark Z. *House of Leaves* (any [print edition](#) is fine, but no digital editions; we need to “feel” this novel)

[The Johns Hopkins Guide to Digital Media](#). Eds. Marie-Laure Ryan, Lori Emerson, and Benjamin J. Robertson. Baltimore, 2014.

Recommended Texts

MLA Style guide — all formal writings will use MLA style for citations and formatting (or use Purdue’s [OWL](#))

Assignments

10% Participation – including informal blog posts (CLO 1, 2)

10% Graded blog posts (CLO 1, 2)

10% Critical Review Presentation (CLO 1, 3)

30% *House of Leaves* Game Project (CLO 1, 2, 3)

15% Collaborative Presentation: How to Play a Game (CLO 2)

25% Final Project Game and Pecha Kucha Presentation (CLO 2, 3)

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on.

Class Discussion & Participation

Your participation in each class meeting is imperative. Since this class is largely discussion-based, arrive to class prepared with the proper readings. A student's participation is assessed by his/her contribution throughout the semester. Use the following as guidelines for this portion of your final grade:

- To earn a "C," do the minimum: read and prepare assigned readings so you are never at a loss if you are asked a question, but speak only when called upon, do "ordinary," plain-vanilla presentations and responses. This is the "bottom line" for getting a "C" in this part of the course.
- To earn a "B," prepare assigned readings thoroughly, initiate discussions about them by asking good questions or suggesting ways to interpret readings, do presentations that reveal that you have done good additional work that you can make both interesting and meaningful to our discussions, and participate actively in those discussions.
- For an "A," take it up another level entirely: prepare readings thoroughly, find and talk about connections among them and among other aspects of culture (then and now), take a real leadership role in class discussions, including working actively to get others involved in the talk, make your presentations and responses "sparkle" by bringing to them something really special in terms of your own contributions, interests, skills, and abilities to think in broad even interdisciplinary terms. Most of all, remember that an "A" indicates the very best grade a person can get; that should tell you what sort of work you need to do to earn the grade of "A."

If you miss class, contact a classmate for notes, reading assignments and handouts – or, better yet, check our Course Website.

Weekly Blog Posts

Throughout the semester, we will write weekly blog posts to capture our thoughts about that week's readings, discussions, and games. During our first meeting, we will spend some time setting up a WordPress blog for this very assignment. At other points in the semester, I'll ask you to read each others' posts and offer a comment. Typically, you will receive a prompt or question about which to pontificate. I encourage you to use the medium and include images, video, web links, and whatever else you can find. As we become more comfortable with the technology, we may even venture into making screencasts (aka videos). Also included in each post will be a word limit that will consist of formally written paragraphs. (I still need to know that you know how to write!) Each post will receive a tag to ensure that I can find it.

We will have 2 types of blog posts:

- Informal, in-class posts that will capture your thoughts about a particular discussion point or progress in a project. The completion of the post will be noted in the grade sheet. If the post warrants it, a comment will be made either about the quality of the post or the interesting information conveyed within. These posts are marked on the [Schedule](#) with "for participation." I reserve the right to convert these posts into graded posts if it becomes apparent that the reading is not being completed prior to our class session.
- Five (5) formally-written posts completed outside of class that will ask a more complex question than the informal, in-class posts. Usually, these posts will reflect our discussions and the readings. The prompt and tag will be provided during the class session. See our [Schedule](#) for the due dates of these posts. Each post is eligible for a maximum of 20 points based on the *intellectual quality and your command of the written language*. *There will be no make-up for these blog posts; you simply receive a zero for that post if you do not meet the time/date requirement. No exceptions.* Grading rubric for posts:

- 18-20 points: The post explores the prompt using references from our discussions, details from evidence, and an intellectual exploration of the topic. The post is free from grammatical and writing errors and follows MLA style as well as our [Style Sheet](#) (see Writing Tips). This level of points is difficult to achieve. Expectations are high for the intellectual rigor of the post.
- 13-17 points: The post has the beginnings of intellectual rigor but lacks one of the qualities above. (Posts will be severely down-graded for ignoring our [Style Sheet](#) and MLA style.)
- 9-12 points: The post regurgitates class discussion without exploring the topic further in addition to lacking evidence. The post contains grammatical errors, informal writing (such as the use of I or you), ignores MLA style and our [Style Sheet](#).
- 1-8: The post severely lacks elements from above or does not answer the prompt. This point range also signifies a lack of formal writing and a recommendation to visit the Writing Center for help with formal writing style. This point range also signifies use of personal pronouns throughout the post as well as a lack of interest in the topic/prompt.
- 0 points: This represents not submitting the post on time, not at all, or not answering the prompt at all.

See [instructions](#) on setting up your WordPress blog.

Critical Review Presentation

A speaker and respondent will present a critical review of an article from the scholarly journal, *Game Studies*. The speaker is responsible for articulating the primary argument(s) of the article; the respondent is responsible for responding to the validity of the argument(s). The presentation, only 7-10 minutes long, will take place either in the first 5 minutes of the class session (right after an in-class blog post), or in the last 5 minutes of our class session. ([See detailed instructions.](#))

***House of Leaves* Game Project**

This is our major project of the semester and involves several assignments to be submitted on the due date as a project portfolio. Each assignment represents a step in creating individual games of interactive fiction about *House of Leaves* — a scaffolded project. Due dates are indicated on the [Schedule](#). This project will also serve as an example of scaffolded steps for your final project. ([See detailed instructions.](#))

Collaboration Presentation: How to Play a Game

Using the readings, references, and typology of play (Callois), each team will present in Pecha Kucha style on how to play a video game. Students will create their own teams based on previous experience and/or the About page on each students' blog. ([See detailed instructions.](#))

Final Project: Game and Pecha Kucha Presentation

For the final project in this course, students will create their own interactive fiction or video games using the theories, references, and examples from our course readings and discussions as the foundation. Students may work individually or in teams. The final project will be presented in Pecha Kucha style on our final exam meeting day in addition to submission of written materials. Students will have an opportunity to demo their work prior to the final meeting. (See detailed instructions.)

Late Submission Policy

If you cannot meet an assignment deadline (other than the blog posts), you must contact me *at least 48 hours prior* to our class meeting to discuss the situation. If this is not done, for *every day* that an essay is late, you will

be penalized one grade step: A becomes A-, A- becomes a B+, etc. The weekend will count as one day. In order to avoid late penalties, the assignment must be submitted in the required form (Google Docs, blog post, etc.).

Formal Writing and Letter Grades

The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU *Catalog* (“The Grading System”). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure.

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of the ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

- The “A” essay will be well organized and well developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student’s ability to use language effectively and construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors.
- The “B” essay will demonstrate competence in the same categories as the “A” essay. The chief difference is that the “B” essay will show some descriptably slight weaknesses in one of those categories. It may slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws.
- The “C” essay will complete all tasks set by the assignment, but show weakness in fundamentals (usually development), with barely enough specific information to illustrate the experience or support generalizations. The sentence construction may be less mature, and the use of language less effective and correct than the “B” essay.
- The “D” essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment—that is, too simplistic or short. The essay may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and usage errors that render some sentences incomprehensible.
- The “F” essay will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible.

Calculating Your Final Grade

For your final grades, 100-90 is an A, 89-80 is a B, 79-70 is a C, 69-60 is a D, and below 60 is an F. Pluses and minuses are the middle of each range. In calculating the final grade, a set number will represent each letter grade; for example, B+ is 87.5, B is 85, and B- is 82.5.

Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a + or - grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

A Word about Plagiarism & [Turnitin](#)

Plagiarism checks will be performed by asking students to submit various written exercises or essays Turnitin.com, a service which scans documents for all references to Web sources and other essays. **To sign up for Turnitin use the Class ID 13409912 and Password 108games.** You may see your Turnitin report when you submit your assignment; if there are any discrepancies, I will request a meeting with you; if plagiarism is indicated, you will receive a zero for the assignment and will be reported to Judicial Affairs. A second offense will result in failing the course and will require disciplinary action by Judicial Affairs.

Classroom Protocol

Respect your fellow students and I: Arrive on time (excessive tardiness will effect your participation grade) and do not partake in disruptive behavior. We will all be respectful of each other in both our face-to-face and online communications. If you are late, wait for an appropriate moment to enter so you do not disturb the class. If you need to leave class for any reason, please do so at a moment when there is no conversation (*and please don't get up and walk right in front of me or anyone while we're speaking — it's very disrespectful*). Turn off cell phones or put them on silent mode during the class period. You are welcome to use your laptop with the caveat that it is used to enhance our discussions.

Community Rules: During discussion, wait for 3 other people to speak before you speak again. This will ensure that everyone has a chance to contribute to our open discussions.

Email Protocol, Office Hours & Online Contact

Email is the best possible way to contact me (9am-5pm, M-F) and has the added bonus of recording our conversations. When emailing me, please consider it a formal communication: include the appropriate salutation, your name, your question/comment, and be aware of tone. See below for a brief example or check out the [Writing Center's handout](#) (pdf):

Dear Professor Harris,

[my question]

Thanks,

[sign your name here with your course]

Know that long conversations over email are not fruitful merely because of the limitations of technology. If you have an extended question or dilemma that cannot be answered by our online materials, please visit me during office hours or schedule an online chat/video chat. See our Google spreadsheet for class contact and blog roll. *Please provide an email address that you check daily.*

Google+ Hangout ID: dr.katherine.harris

Skype ID: katherinedharris

Twitter ID: [@triproftri](#)

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](#) at <http://www.sjsu.edu/gup/syllabusinfo/>

Course Schedule

Interactive Fiction: Gaming & Narrative

Engl. 108, Fall 2016

Text Abbreviations:

- *JHGDM: The Johns Hopkins Guide to Digital Media* (pdf distribution – or [buy your own copy](#))
- *JHGLTC: The Johns Hopkins Guide to Literary Theory & Criticism* (SJSU Database)

Note: Syllabus subject to change

Date	Keywords	Reading Due	Assignment Due
Thur 8/25	Introductions: You, Me and a Different Kind of Course	<ul style="list-style-type: none"> • Establish gaming expertise; organize tables/room • Assess laptop access for individual students • Discuss using Canvas for grades 	<ul style="list-style-type: none"> • Establish WordPress account – credit/no credit • Fill in Blog Roll • Create About bio page – credit/no credit • Create your first blog post: post an original image of something unusual from <i>House of Leaves</i> – credit/no credit (tag: HoL)
Tues 8/30	Reading as Play?	What is our class game ? (<i>will continue this discussion later; recommend a game!</i>)	<ul style="list-style-type: none"> • Download & Play “Charlotte: A Game” before class (gah! BUST) • Discuss Community Rules for general discussion • Discuss House of Leaves Project (instructions) • See 2014 Engl. 108 students’ results: Spreadsheet for Public Links to Student Maps & Interactive Fiction • Discuss Critical Review (instructions) • Complete WordPress About page bio by 10pm
Thur 9/1	What is a “novel?” How does <i>House of Leaves</i> break the rules of a physical novel?	<p>Readings</p> <ul style="list-style-type: none"> • <i>House of Leaves</i>, Forward, Introduction, Chps 1-2 <p>Discussion</p> <ul style="list-style-type: none"> • Hints for Reading Fiction (pdf) • “Novel” on Google N-Gram Viewer • “Novel” in the Oxford English Dictionary Database (requires SJSU log-in) • “Haptic,” Wikipedia • “Definition of bibliographic 	<ul style="list-style-type: none"> • Identifying your edition: full color, 2-color, black & white, incomplete (see Blog Roll) • Blog Post (in-class): What is a novel? – credit/no credit (tag: novel) • Establish your partner & declare an article for the Critical Review Presentation, by Friday, 2pm

Date	Keywords	Reading Due	Assignment Due
		<p>code and linguistic code,” excerpted from Harris, <i>Forget Me Not: The Rise of British Literary Annuals</i> (pdf)</p> <p>Information</p> <ul style="list-style-type: none"> • See our Links for cool stuff • See our Games list for ideas • Internet Arcade, playable video (coin-operated) games! 	
Tues 9/6	Narrative & Narratology	<p>Readings</p> <ul style="list-style-type: none"> • <i>House of Leaves</i>, Chp 3-4 • “narratology,” from <i>JHGLTC</i> • “narratology,” Wikipedia • “narrative,” Wikipedia • “narrative structure,” Wikipedia <p>Discussion</p> <ul style="list-style-type: none"> • The Gothic Tradition, Gothic Novel, Gothic Hero Definitions (pdf) • more info on the Gothic Novel (video lecture from another class) • Definition of “epic” literature • Joseph Campbell’s “hero’s journey” with handy chart • Definition of “myth” in literature • Definition of “verisimilitude” • Explanation of Postmodern literary movement <p>Information</p> <ul style="list-style-type: none"> • Translation of “Muss ess sein?” epigraph • Representation of courier font in typography, a handy infographic about sans vs. serif • Wordle of “narratology”: 	<ul style="list-style-type: none"> • Blog post (in-class): What is “narratology?” Summarize the <i>JHGLTC</i> article; bullet points are acceptable – c/nc (tag: narrative) • Blog Post (in-class): Take a photo of the beginnings of your hand-drawn map of the plot of <i>House of Leaves</i>; post it to your blog by end of class. See our blavatar as an example – c/nc (tag: HoL map)

Date	Keywords	Reading Due	Assignment Due
		 <ul style="list-style-type: none"> • • Example of adventure map for games 	
Thur 9/8	Elements of Fiction, Digital Fiction, Interactive Fiction, Interactive Narrative	<p>Readings</p> <ul style="list-style-type: none"> • <i>House of Leaves</i>, Chp. 5 • Hints for Reading Fiction (pdf) • “Digital Fiction,” Engberg, <i>JHGDM</i> • “Interactive Fiction,” Short, <i>JHGDM</i> • “Interactive Narrative,” Ryan, <i>JHGDM</i> • Maher, Jimmy. “Interactive fiction, from birth through precocious adolescence: a conversation with Jimmy Maher” <p>Discussion</p> <ul style="list-style-type: none"> • Medieval Help Desk (video ~ related to critical thinking & games) • “A Story as You Like It,” Raymond Queneau (interactive fiction) • Extend a Story (choose your own adventure story) • Interactive Fiction writing engine • Explanation of Interactive Fiction (video) • Catalog of Interactive Fiction, Malinche 	<ul style="list-style-type: none"> • Blog Post (in-class): How does interactive fiction, interactive narrative, and digital fiction differ from fiction (defined by our “How to Read Fiction” pdf? Make a list; use page number references from today’s readings – c/nc (tag: narrative) • Blog Post (due by due Monday, 5pm; 300-400 words, for points): How does <i>House of Leaves</i> break the rules of a print novel? Use the Discussion references from our 2 weeks to discuss/compare to the formal aspects of a “novel” and “narrative.” See the Writing Tips for MLA style citation and formal writing (tag: HoL)
Tues	Fiction as Play	Readings	<ul style="list-style-type: none"> • Bring a photocopy of a single page

Date	Keywords	Reading Due	Assignment Due
9/13		<ul style="list-style-type: none"> <i>House of Leaves</i>, Chps 6-10 	from <i>House of Leaves</i> (work on Annotation assignment)
Thur 9/15	(Catch up Day)	What is our class game ?	<ul style="list-style-type: none"> Critical Reviews of <i>Game Studies</i> article House of Leaves map through Chp 10 due Friday, 5pm; post image to your blog (tag: HoL map)
Tues 9/20	Plot, Quest, and Networked Writing	Readings: <ul style="list-style-type: none"> “Nonlinear Writing,” Ensslin <i>JHGDM</i> “Narrativity,” Thon, <i>JHGDM</i> “Plot Types and Interactivity,” Ryan, <i>JHGDM</i> “Quest Narrative,” Tronstad, <i>JHGDM</i> “Riddle Machines: The History and Nature of Interactive Fiction,” Montfort 	<ul style="list-style-type: none"> Critical Reviews of <i>Game Studies</i> article Blog Post (in-class): Provide 3 key points from each of the <i>JHGDM</i> readings for today – c/nc (tag: narrative)
Thur 9/22	Readers, Players, Users	Readings <ul style="list-style-type: none"> <i>House of Leaves</i>, Chps. 11-15 Ergodic & Radial Reading (pdf) Calliois’ “Typology of Play“ Full article on Calliois: Roger Callois “Man, Play and Games” Chapter 1 (3-11) Video (watch prior to class) <ul style="list-style-type: none"> “Massively Multi-Player... Thumb Wrestling” (Ted Talk) Silent Hills Playable Teaser (40mins – watch some with headphones) 	<ul style="list-style-type: none"> Critical Reviews of <i>Game Studies</i> article Blog Post (in-class): What are the 5 typologies of play (describe them in a bulleted list)? Briefly define ergodic reading. Briefly define radial reading – c/nc (tag: reader) Discuss the final IF & Rationale for House of Leaves Project House of Leaves map chps 11-15 due Friday, 5pm; post image to your blog (tag: HoL map)
Tues 9/27	Game Genres: Action, Adventure, Strategy, Process-Oriented	Readings <ul style="list-style-type: none"> <i>House of Leaves</i>, Chp. 16 “Game Genres,” Rauscher, <i>JHGDM</i> “Game History,” Lowood, <i>JHGDM</i> Game <ul style="list-style-type: none"> Thy Dungeonman! (play at home) 	<ul style="list-style-type: none"> Annotations Assignment (HoL project) due by 12pm Critical Reviews of <i>Game Studies</i> article Blog Post (in-class): Parallel play with partner; post about your partner’s play & link to your partner’s blog – c/nc (tag: play)

Date	Keywords	Reading Due	Assignment Due
		<p>Discussion</p> <ul style="list-style-type: none"> • Internet Arcade 	
Thur 9/29	No Class Meeting	<p>Video & work on blog post</p> <ul style="list-style-type: none"> • Get Lamp: A Documentary about Adventures in Text <p>Work on blog post about simulation</p>	Blog Post by 5pm for points: Provide a 500-word summary of <i>Get Lamp</i> (tag: gaming)
Tues 10/4	Game Theory: Players, Strategies, Payoffs	<p>Readings</p> <ul style="list-style-type: none"> • <i>House of Leaves</i>, Chps 17-20 • “Game Theory,” Ross, <i>JHGDM</i> • “Genre Trouble,” Aarseth <p>Game</p> <ul style="list-style-type: none"> • Play Zork (first text adventure game, 1991) – download and play or check the MS-DOS archive <p>Discussion</p> <ul style="list-style-type: none"> • A Dictionary of Video Game Theory 	<ul style="list-style-type: none"> • Critical Reviews of <i>Game Studies</i> article • Blog Post (due by 12pm, for points): How is <i>House of Leaves</i> similar to a “simulation” according to Aarseth’s theories instead of a narrative? Use evidence from <i>HoL</i> and Aarseth to discuss; you may also use the 3 core concepts from “Game Theory” (300-500 words) (tag: HoL)
Thur 10/6	No class meeting	Work on <i>House of Leaves</i> map for chps 16-20	House of Leaves map chps 16-20 due Friday, 5pm; post image to your blog (tag: HoL map)
Tues 10/11	Art, Literature, Humanities as Games	<p>Readings</p> <ul style="list-style-type: none"> • <i>House of Leaves</i>, Chps. 21-23, Index & Appendices • “Games as Art/Literature,” Ciccoricco, <i>JHGDM</i> • “Games as Stories,” Ciccoricco, <i>JHGDM</i> • “Independent and Art Games,” Pearce, <i>JHGDM</i> • Game Developer’s Conference, Panels on Narrative (happening in San Francisco March 2015) <p>Game</p> <ul style="list-style-type: none"> • Fallen London (sign up for free account & play at home) • Dust (play at home) 	<ul style="list-style-type: none"> • Critical Reviews of <i>Game Studies</i> article • Discuss Collaborative Presentations (instructions & selecting teams – by 10/13, 12pm) • Blog Post (in-class): <i>Fallen London</i> game play: what are the rules? what happened (describe gameplay)? Is it art? storytelling? simulation? (refer to today’s readings) – c/nc (tag: gaming)
Thur 10/13	Players	<p>Readings</p> <ul style="list-style-type: none"> • Discuss conclusion to <i>House of Leaves</i> & mid-term project 	<ul style="list-style-type: none"> • Critical Reviews of <i>Game Studies</i> article • Collaborative Presentation/Game

Date	Keywords	Reading Due	Assignment Due
		<ul style="list-style-type: none"> • “Gameplay,” Juul, <i>JHGDM</i> • “Role Playing Games,” Caira and Tosca, <i>JHGDM</i> • “NPC (Nonplayer Character),” Tronstad, <i>JHGDM</i> 	<ul style="list-style-type: none"> • Demo Team members, name, & date due by 12pm • House of Leaves map chps 21-23 due Friday, 5pm; post image to your blog (tag: HoL map)
Tues 10/18	Gaming & Politics or Gaming for Change	<p>Readings</p> <ul style="list-style-type: none"> • “Online Game Communities,” Pearce, <i>JHGDM</i> • “Race and Ethnicity,” Knight, <i>JHGDM</i> • “#GamerGate101,” Losh, <i>virtualpolitik</i> (10/17/14) <p>Videos (watch prior to class)</p> <ul style="list-style-type: none"> • Gaming to save the world (Ted Talk) • Gaming for Understanding (Ted Talk) • “Intimidation Game,” (Hulu) Law & Order: Special Victims Unit (aired 2/11/2015, Season 16, Episode 14) or watch on NBC streaming <p>Game</p> <ul style="list-style-type: none"> • [class game] 	<p>Blog Post by 12pm: What grade have you earned in participation so far? (see assignments page) Why? – c/nc (tag: participation)</p>
Thur 10/20	Forking & Branching Narratives + Physiology and Gaming	<p>Readings</p> <ul style="list-style-type: none"> • Borges, “The Library of Babel” (Wikipedia hints) • Borges, “The Garden of Forking Paths” • “A Too Coherent World: Game Studies and the ‘Myth’ of Narrative Media” (Wesp, <i>Game Studies</i>) <p>Video (watch prior to class)</p> <ul style="list-style-type: none"> • “7 Ways Video Games Engage the Brain” (TED Talk) <p>Games</p> <ul style="list-style-type: none"> • BBC Hitchhiker’s Guide to the Galaxy Game (play at home) • [class game] (in-class play – 	<ul style="list-style-type: none"> • Blog Post due by 12pm: What is the difference between narrative and plot? – c/nc (tag: basics) • Blog Post (in-class): a) Is [class game] a branching or forking narrative similar to either of Borges’ short stories? or is it a serial narrative? Why? How? b) Does [class game] engage your brain? Why? How? c) Perform parallel play with [class game]: what is the purpose? what is the intended outcome? what are the rules? describe what happens. (tag: forking)

Date	Keywords	Reading Due	Assignment Due
		bring your own laptop or share)	
Tues 10/25	Making Interactive Fiction	Open Lab Session to work on <i>House of Leaves</i> Project	Add your map links by 12pm: Spreadsheet for Public Links to your Maps
Thur 10/27	No class meeting	Finalize your <i>House of Leaves</i> project	House of Leaves Project due by 5pm
Tues 11/1	<i>House of Leaves</i> IF Demos & Potential Revisions	IF Demo <ul style="list-style-type: none"> student volunteer? 	
Thur 11/3	<i>Playing & Gaming</i>	Collaborative Presentations: How to Play a Game	<ul style="list-style-type: none"> Audience: take notes about demos in preparation for your blog post
Tues 11/8	<i>Playing & Gaming</i>	Collaborative Presentations: How to Play a Game	<ul style="list-style-type: none"> Audience: take notes about demos in preparation for your blog post
Thurs 11/10	Playing & Gaming	Collaborative Presentations: How to Play a Game	<ul style="list-style-type: none"> Audience: take notes about demos in preparation for your blog post
Tues 11/15	Playing & Gaming	Collaborative Presentations: How to Play a Game	<ul style="list-style-type: none"> Audience: take notes about demos in preparation for your blog post
Thur 11/17	Playing & Gaming: Team Build	<ul style="list-style-type: none"> Play with Twine in preparation for Team Build Review your Teams (already established – no swapping) Objective of Team Build: learn how to brainstorm about game construction (this is separate from the final project) Output: storyboard + individual blog post (due 11/22) Teams: this is a job; you must show up to get the points; you can be fired by your team 	<ul style="list-style-type: none"> Begin working with teams for Team Build Discuss final project (instructions)
Tues 11/22	Elements of a Game & Team Building	<p>Readings</p> <ul style="list-style-type: none"> Revisit “Game History,” “Game Genres,” “Game Theory,” “NPC,” and “Role Playing Games” <p>Video (watch prior to class)</p> <ul style="list-style-type: none"> “Spore: Birth of a Game” (Ted Talk) <p>Team Building</p> <ul style="list-style-type: none"> Establish company name Deal with HR issues (email to missing teammates by 5pm) 	<ul style="list-style-type: none"> Blog Post (due 12pm for points) reviews of games

Date	Keywords	Reading Due	Assignment Due
		w/cc to Dr. Harris) <ul style="list-style-type: none"> • Discuss best practices for team function • Summarize a <i>JHGDM</i> article as a team & present as refresher for Team Build 	
Thur 11/24	Happy Thanksgiving!		
Tues 11/29	Using Tools to design your game	Team Build: Make Your Own Games	
Thur 12/1	Using Tools to design your game	Team Build: Make Your Own Games	
Tues 12/6	Final Project	Game Design Brainstorming for Final Project	<ul style="list-style-type: none"> • Blog Post on Team Build (due by 12pm, for points) Include the team's storyboard at the outset of your individual blog post (using Twine, create a storyboard for this game); individually craft a description (200 words) and a rationale for this game (300-400 words only); include links to your team members' blog posts; formal Writing Tips apply (tag: build) (tag: build)
Thur 12/8	Final Project	Game Design Pitch for Final Project	<ul style="list-style-type: none"> • Final Project Pitch due by 12pm • Blog Post on participation due by 12pm, 300-400 words – c/nc (tag: participation)
<p>Final Exam Day: Friday, December 16, 12:15pm-2:30pm</p> <p>Final Project & Pecha Kucha Presentation due in class</p>			