AZRIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.
Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE Jan 21, 2012

1. ACADEMIC UNIT: HArCS

2. COURSE PROPOSED: IAP 294 Game Over: Ethics and Games 3
   (prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Theresa Devine
   Phone: 312 545 7727
   Mail Code: 2151 E-Mail: tcddevine@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

   Core Areas
   - Literacy and Critical Inquiry—L
   - Mathematical Studies—MA
   - Humanities, Fine Arts and Design—HU
   - Social and Behavioral Sciences—SB
   - Natural Sciences—SQ

   Awareness Areas
   - Global Awareness—G
   - Historical Awareness—H
   - Cultural Diversity in the United States—C

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

The course grade that is dependent on writing is worth 50% of the grade. The course requires gathering, interpretation and evaluation of evidence by assigning research of utilitarian and deontological ethics and then using that research in discussion and game design. There are 2 writing assignments that are substantial in the forma of a game concept document and a game design document. Feedback will be provided in a timely manner for both writing assignments as indicated by the course schedule.

CROSS-LISTED COURSES: ☒ No ☑ Yes; Please identify courses: PHI 105, PHI 294, ENG 218

Is this a multi-section course? ☒ No ☑ Yes; Is it governed by a common syllabus? __________

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
Game Over: Ethics and Games [new course final number TBD] [IAP 294]

The course involves the students in play-testing popular game titles in order to identify ethical questions to which the games allude. Ethics is goal oriented; has to do with thinking and actions, just like games. Every day we are vicariously presented with various situations in which an action must be taken, whether in video, audio or textual. The goal of this class is to analyze in-game challenges and mechanics with the lenses of various ethical theories. At the end of the course the students will not only be able to think deeply about the relationship between ethics and in-game challenges, but also for real life challenges that they might not have realized were connected before.
Arizona State University Criteria Checklist for

LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence in written and oral discourse. Critical inquiry involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.
<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<td>☒</td>
<td></td>
<td>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <em>Intervention at earlier stages in the writing process is especially welcomed</em></td>
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1. Please describe the sequence of course assignments—and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments.

2. Also:

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-4". 
IAP 294: GAME OVER

Ethics and Games

Instructor Name: Theresa Devine
E-Mail Address: tddevine@asu.edu
Office/ Mailbox: HArCS (FAB N-206)

Office Phone: 602-543-2814
Office Hours: TBD

Class portals:
https://myasucourses.asu.edu

Instructor Websites:
http://www.theresadevine.com/
http://studio4gaminginnovation.com/

Course Description: The course involves the students in play-testing popular game titles in order to identify ethical questions to which the games allude. Ethics is goal oriented; has to do with thinking and actions, just like games. Every day we are vicariously presented with various situations in which an action must be taken, whether in video, audio or textual. The goal of this class is to analyze in-game challenges and mechanics with the lenses of various ethical theories. At the end of the course the students will not only be able to think deeply about the relationship between ethics and in-game challenges, but also for real life challenges that they might not have realized were connected before. The students will use this knowledge to re-design popular game titles in the form of a Game Design Document.

| Part 1: Ethical Theory | Research Utilitarian and Deontological Ethics
| Part 2: Play Testing; Video Game: BioShock and Board Game: Santiago |
| Part 3: Game Design Document |
| Write a game concept document that is a proposal for your redesign of one of the popular games that we play tested. |

Write a 30 page Game Design Document of the new design. The new design should demonstrate a deeper understanding and
Course/Instruction Evaluation
The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Your response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with “NCIAS Course/Instruction Evaluation” in the subject heading. The email will be sent to your official ASU e-mail address.

Withdrawals: The instructor will NOT withdraw students for any reason. Specifically, students should be aware that non-attendance will NOT automatically result in their being dropped from the course. Therefore, if a student does not attend class during the first week or for any extended period of time during the semester, they should not presume that they are no longer registered. It is the student’s responsibility to be aware of their registration status.
Please note the following dates:

TBD

For additional information about ASU’s withdrawal policy and the possible consequences of withdrawing from a class, contact Registration Services or your academic counselor.

Students are responsible for their registration status!

The Grade of Incomplete: A grade of incomplete will be awarded only in the event that a documented emergency or illness prevents a student who is doing acceptable work from completing a small percentage of the course requirements at the end of the semester. The guidelines in the current general ASU catalog regarding a grade of incomplete will be strictly followed. A grade of incomplete will NOT be awarded unless there is documented evidence of extreme personal or immediate family hardship. Changes in work hours, child-care emergencies, or other similar personal problems will not be approved as reasons for awarding incompetes. The Director of the Division of Humanities Art and Cultural Studies must approve all incomplete grade requests.

Reasonable Accommodations for Students with Disabilities: The Disability Resource Center (DRC) provides information and services to students with any documented disability who are attending ASU West. Individualized program strategies and recommendations are available for each student as well as current information regarding community resources. Students also
Final Exam Make-up Policy: The final exam schedule listed in the Schedule of Classes will be strictly followed. Exceptions to the schedule and requests for make-up examinations can be granted only by the director of the Division of Humanities Art and Cultural Studies for one of the following reasons:

1) religious conflict
2) the student has more than three exams scheduled on the same day
3) two finals are scheduled to occur at the same time

Make-up exams will NOT be given for reasons of non-refundable airline tickets, vacation plans, work schedules, weddings, family reunions, or other such activities. Students should consult the final exam schedule before making end-of-semester travel plans.

If there is a last-minute personal or medical emergency, the student may receive a grade of Incomplete and makeup the final within one calendar month. The student must provide written documentation and be passing the class at the time to receive an Incomplete. A signed "Request for Grade of Incomplete" must be submitted by the student and approved by the student’s instructor and the Director of the Division of Humanities Art and Cultural Studies.

_The instructor reserves the right to make changes to this syllabus as needed._