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Honors Interdisciplinary Seminar Syllabus (Letters & Natural Sciences/Math)

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HONORS 3100/3150

Epistemological Revolutions: Critical Moments in the Intersection of Natural Sciences & Humanities
Spring 2021

COURSE INFORMATION

Class Days: Tues & Thurs **Class Times:** 9:00-11:45 AM **Class Location:** CV 148	**Student Hours (aka "Office Hours"):** Dr. Fischman: TBD and by appointment. Dr. Nelson: TBD and by appointment
To reach Prof. Fischman: **Email** fischman@csusb.edu or send a message via Slack. I check both frequently. **Phone:** Don't bother, I don't check messages often enough to make it worthwhile. **To make an appointment to meet**: Please email or contact via Slack and arrange a time for us to meet in person or to call (or meet via Zoom/Skype) **To reach Prof. Nelson:** tnelson@csusb.edu **Phone:** Please email or contact via Slack and arrange a time for me to call you (or meet via Zoom/Skype)	

Links to different parts of this syllabus

Course Overview

The essential questions this course will examine are: *Do innovations in science and technology always serve the greater good of humanity? Or, does society impede innovation in mathematics and science in order to preserve the status quo?* This tension between change and constancy will be the fundamental question that you will explore through two "Reacting to the Past" games.

In this course, you will engage in two elaborate games set in the past in order to examine a critical moment in the intersection of science, mathematics and humanities using the "Reacting to the Past." You will learn by taking on roles, informed by classic texts in these areas. Your ability to prevail, as your character, will depend on how well you have understood the readings, problems, mathematical developments, and scientific experiments; how convincing you are in debates; and how well you negotiate, compromise and/or lead your faction to victory. You will need to be persuasive in your papers, speeches and public presentations! Your final project for this course will be the creation of your own Reacting mini-game based upon an in-class competition for the best game idea. As a **Writing Intensive designated course**, we will pay particular attention to developing your written skills throughout the semester.

The Reacting approach seeks to draw students into the past, promote engagement with big ideas and improve intellectual and academic skills. In *Reacting*, class sessions are run entirely by students; the professors' role is to advise and guide students, as well as grade students' oral and written work. Think of your professors as personal coaches and cheerleaders rather than as judges and arbitrators. You (and your classmates) are in charge of what happens, not the professors (within some academic limitations, that is!)

General Education Learning Outcomes (Expanded Version)

- **Integrative learning**
  - Students are able to reflect on and connect relevant personal experience and academic knowledge
  - Students make connections across disciplines and from multiple perspectives
  - Students adapt and apply skills, abilities, theories, or methodologies gained in one situation to new situations
  - Students explore multi-disciplinary ways to convey information
  - Students are able to think of multiple/new approaches to situations.

- **Critical Thinking**
    - Student presents relevant background information from appropriate sources representing various points of view and approaches.
    - Student states position clearly, taking into account complexity and acknowledging other points of view. Testable outcomes of a hypothesis are explained.
    - Student selects, organizes, and synthesizes evidence to reveal insightful patterns, differences, or similarities, and evaluates quality and sufficiency of evidence with respect to the issue, question or problem.
    - Student identifies structure of an argument and judges soundness correctly in most cases.
    - Student develops conclusions logically tied to a range of information, including opposing viewpoints, but evidence may not be presented in priority order. Most assumptions stated explicitly, but their impact not thoroughly investigated.

- **Critical Literacies: Written Literacy. This course has a Writing Intensive designation.**
    - Student establishes a credible and creditable purpose that demonstrates thorough consideration of the context of the writing project, including the expectations associated with the discourse community and the particular audience written for, and clearly uses those insights to further the rhetorical project to increase the likelihood of the work's successful reception.
    - Student selects a genre appropriate to the context and purpose for writing and utilizes the kinds and levels of evidence, analysis, logic, argumentation appropriate for that context and purpose in order to develop and explore ideas throughout the whole work.
    - Student uses sources well to provide evidence and data. Recognizes that intellectual writers typically write to respond and intervene in ongoing inquiries, arguments, or conversations and represents enough of that conversation to provide contextual backdrop to the work at hand.
    - Student makes intentional choices about the expected conventions regarding tone, level of diction, and adherence to standard language practices to establish credibility and further the writer's purpose. Deviations from expected practices, should they appear, are pursued thoughtfully and for rhetorical purposes.
    - Student utilizes flexible and responsive writing processes that enable the writer to work through textual and intellectual puzzles and to make rich use of feedback to help guide writerly decision-making.

- **Critical Literacies: Information Literacy**
    - Generates productive search strategies in both discipline specific subscription databases and public search engines, adapting search tools and strategies to the information need at hand.
    - Reflects on the connections among social, cultural, and historical contexts in order to critique information sources, their content, and the processes that produce them.

- ○ Selects relevant sources whose authority meets the requirements of the information need.
- ○ Produces artifacts that make attribution to their sources according to disciplinary and/or social conventions.

- **Critical Literacies: Oral Literacy**
  - ○ Student adjusts messages while in the process of communicating (adjust to the rhetorical context).
  - ○ The central message is compelling (precisely stated, appropriately repeated, memorable, & strongly supported). A wide variety of appropriate supporting materials clearly supports the message and/or speaker's credibility. Reasoning clearly and skillfully connects support to conclusions. Organizational pattern is clearly & consistently observable, as well as skillfully makes the content cohesive.
  - ○ Student's delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable. Language choices are thoughtful and generally support the effectiveness of the presentation, and are appropriate to audience, purpose & context.
  - ○ Student performs verbal and nonverbal communication behaviors that illustrate communication efficacy.
  - ○ Student distinguishes ideas fundamental to the thesis from supporting materials.
  - ○ Student detects bias & prejudice. Student recognizes the speaker's attitude as reflected by verbal & nonverbal cues.

- **Technological literacy**
  - ○ Student explains ways that technology reflects, and is a reflection of, the values and cultures of society
  - ○ Student justifies the uses of technology in a project, based on benefits, risks, costs, and trade-offs of those technologies
  - ○ Student selects and uses several technological applications effectively and productively
  - ○ Student uses technology to produce an artifact that goes beyond basic solutions

- **Quantitative literacy**
  - ○ Student interprets situations and problems mathematically, in terms of their quantities and relationships. This includes identifying quantities, variables, and constraints of the situation, representing these mathematically, and making appropriate assumptions.
  - ○ Student reasons about and analyzes mathematical relationships in contextual situations. This includes identifying relationships among the variables, interpreting the meaning of the relationships in the context, and evaluating the reasonableness of these relationships in the context.
  - ○ Student critiques logical arguments about quantities in context. This includes developing an understanding of the argument, analyzing its logical construction, and evaluating the validity of the assumptions and conclusions of the argument in relation to the context.

- ○ Student communicates ideas and arguments orally and in writing, using mathematical language and representations such as graphs, symbols, and geometric figures.

- **Global Perspectives**
  - ○ Student understands that interpretations of and experiences of global contexts change across historical time, as well as across geographic space.
  - ○ Student can describe how regions other than their own have unique cultures, histories, customs, and values.
  - ○ Student can describe social, historical, cultural, ideological, economic, and political interconnectedness across regions and nations of the world, and their role as a global citizen.

- **Collaboration**
  - ○ Students assume varied roles in collaborative projects, and self-monitor to ensure equitable distribution of roles from leadership to support.
  - ○ Students give and receive information and ideas freely. The group creates ideas that are superior to individual efforts (the group functions as an ensemble).
  - ○ Students clarify information and ideas when explaining or elaborating with group members and when sharing with larger audiences. They support and assist peers with this task.
  - ○ Students self-monitor individual and group efforts and advocate for improvement without outside encouragement from instructor/s.
  - ○ Students provide constructive criticism in a structured process. They share observations and suggestions for improvement.
  - ○ Students identify and integrate useful feedback from self-reflection, group critique, and instructor/s comments into multiple revisions resulting in an improved product.
  - ○ Students maintain appropriate eye contact, supportive physicality, and full attention and energy when working with a group.
  - ○ Students actively listen to multiple perspectives and synthesize this information to communicate how another person might experience the world.

- **Ethical responsibility**
  - ○ Students are able to critically analyze and discuss in detail both their core beliefs and the origins of their core beliefs and the discussion is clearly structured and assessed. They are also able to generate original hypothetical examples to support their arguments.
  - ○ Students are able to independently apply ethical perspectives/concepts to an ethical question, accurately, and to consider full implications and ramifications of the application. They are also able to generate original perspectives/interpretations of the interdependencies between ethics lenses/theories.
  - ○ Students are able to assume a position and to state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts.

Specific *Reacting* Student Learning Outcomes include:

- Recognize major thinkers and texts related to the Italian Renaissance
- Identify factions and political agendas during this period
- Describe the results of political, social, and philosophical conflicts
- Employ expanded research skills to find multiple resources that support your arguments
- Sharpen verbal expression, writing skills, and organization of ideas through the process of composing rhetorically appropriate speeches and essays
- Differentiate between possible historical motivations
- Demonstrate how individual characters might react to concrete historical situations
- Devise and present logical arguments, supported by evidence
- Evaluate and appreciate classical historical and literary texts
- Analyze the relationship between fact and contingency, theory, and practice
- Criticize opposing viewpoints and defend their own
- Appraise distant cultures and transcend personal cultural constraints
- Collaborate with classmates as a member of a team
- Create community through teamwork (both inside and outside of class)
- Develop leadership skills, as members and leaders of teams

Texts and materials

Required Texts:

1. Lazarus, Paula K. *Building the Italian Renaissance: Brunelleschi's Dome and the Florence Cathedral*. Reacting Consortium Press, 2019. Available at the CSUSB Bookstore and other locations (see the Amazon listing, available in Kindle and paperback). We will often refer to this text as our "GameBook" or "GB."
2. Petersen, Michael S., Frederick Purnell Jr., Mark C. Carnes. *The Trial of Galileo: Aristotelianism, the "New Cosmology," and the Catholic Church, 1616-1633.* Norton, 2008.

Blackboard and Slack:

Materials for the course will be provided for you on Blackboard and Slack. To access our Blackboard course, go to http://csusb.blackboard.com/ and click on the course link. You should be sure to check into the Blackboard course regularly and check Announcements for any course updates. Some announcements and links will be cross posted on Slack but not all. It is your responsibility to regularly check Blackboard (at least once a week) and Slack (at least 3 times per week). Note that all of your graded assignments must be submitted through Blackboard. You must ensure that assignments are submitted in an acceptable electronic format (.pdf or .docx). Graded assignments will NOT be accepted via Slack or email. To join our Slack "team" (i.e. class), click here: Slack team. Be sure to use your campus email address to register for Slack.

Resource materials:

There is an extensive Bibliography provided in your Gamebooks, as well as some key references on your role sheets. Additional materials are also provided on Blackboard (e.g. videos). Several books from the Bibliographies are available at Pfau Library. You are also encouraged to make use of Grammar and Spelling checkers, such as those available within Microsoft Word or an online tool like **Grammarly**. Regarding citations, you may use any style (e.g. Chicago, MLA, APA, etc.) as long as you are consistent in applying that style and you always include all the information needed to find the source cited. Explore the Zotero app (the library has workshops)– Zotero will format citations for you!

Course Expectations

*Per the University Catalog, students are expected to complete **a minimum 2 hours of homework for every hour of class work**. Students who are unable to assume this responsibility because of other time conflicts may receive a failing grade in the course. Remember that this is a 6 unit course which means there should be 6 hours of in-class time plus 12 hours of homework per week!*

Participation

You are expected to attend all class sessions and complete course assignments (as described below). While in class, you should remain engaged in class activities and not be spending your time texting, participating in social media, or engaging in any other activity not specifically related to the course. If a professor notices inattention, she will send you a warning note. Any subsequent warning note will result in a deduction of 50 points.

Classroom Protocol

Class will start promptly and end on time. A courteous and respectful attitude towards classmates includes putting your cell phone to vibrate, being prepared to engage in class activities and treating others with respect. Feel free to bring coffee or a snack to class but also please clean up after yourself!

Netiquette

Netiquette is online etiquette. It is important that all participants in courses with online components be aware of proper online behavior and respect one another. For more information about Netiquette, see The Core Rules for Netiquette by Virginia Shea.

Netiquette in this context also includes appropriate language for an educational environment.
● Use complete sentences
● Use proper spelling and grammar
● Avoid slang and uncommon abbreviations
● Avoid obscene, bullying, offensive or threatening language-- this includes emojis!

Remember that the University values diversity and encourages discourse. Be respectful of differences while engaging in discussions, whether face-to-face or online.

Classroom Etiquette

Reacting games often involve considerable intensity. Sometimes debates continue outside of class. Sometimes factions will meet on weekends. Sometimes friends find themselves on opposing sides. Remind yourself that you and your "opponents" are performing roles and playing a game. When another player criticizes your speech or argument, he or she is not criticizing you as a person; this player is criticizing the role and ideas that have been assigned to you. It's not uncommon for players to identify to some extent with their roles; once someone attacks you, you may perceive it as personal. If you feel uncomfortable try talking to the person who "attacked" or to the professor.

One way to help reinforce the point that "it's all a game" is to be sure to identify yourself by your game role (and name), and, when addressing others, to call them by their Game Name. Consider the difference between the following: "Your argument, Lupe, is ridiculous" versus "Your argument, Pope Leo, is ridiculous."

Even when you are talking to someone you know well—perhaps even a friend—you should use Game Names whenever you are still in "game mode." This repeatedly affirms that what transpires is not meant personally, and that you are only "playing a game."

Never allow someone to confuse your game identity with your personal identity. If, for example, another player says: "Please vote with me on this issue. After all, I'm your friend / roommate / etc.," you should reply: "If we are in Florence, you are not my roommate. You are a member of an opposing political faction and we have different game goals."

When a classmate makes a personal appeal—an appeal to the person one really is (IRL)—he or she is not only violating the spirit of the game, but also unfairly transforming a game into something of a personal character. That is unwise and unfair. Again, the best reply is to insist on a clarification of identities. If the issue pertains to what is transpiring in a game, you should insist on being addressed by your Game Name; and refer to your fellow players by their Game Names. A fair appeal, outside of class, can be expressed as follows: "Citizen: please vote with me on this issue. The fate of Florence depends on it." If the other player decides not to do so, then neither player will be likely to take it personally. You should remember that what players say and do is part of their role, not an expression of their personal feelings.

In general, we are taught to be polite to and considerate of others. Such behavior is good and has been praised by moral philosophers (and parents) for millennia. A genial manner is also a wise rhetorical strategy: it helps win people over to one's views; sarcasm, on the other hand, is dangerous because it often alienates undecided listeners. Sometimes, however, one will be obliged to disagree with others and muster up all possible rhetorical power to refute them. Therefore, remember that we will proceed with decorum but understand that conflicts, disagreements and competitiveness are inherent to the game.

Instructor vs. GameMaster

The instructors for this course have two different roles. On the one hand, your instructors will grade your oral and written work much like an instructor in other courses. During the introductory classes for each game, moreover, they will lecture and lead discussions in a more conventional manner. But the instructors are also responsible for running games and advising students on matters of strategy and rhetoric. As GameMasters, the instructors' main goal is to ensure, as best they can, that the game will be a fulfilling and historically credible experience. Thus, an instructor cannot disclose to a member of Faction A the strategy of someone in Faction B. Nor can she reveal some of the elements of game design that were hidden from the actual historical figures. The instructors are not being sneaky or duplicitous; they are enhancing the game—and your experience within the game. Part of the game experience is the unfolding of these (unknown) elements.[1]

So that students can distinguish between when the Instructors are behaving in the conventional manner and when acting in proprietary fashion as GameMaster, she will identify herself. That is to say, when Professor Nelson identifies herself, in class or in e-mails as "GameMaster," she is functioning in that special role. When she identifies herself as "Dr. Nelson" or "Professor Nelson," she is acting as a "normal" teacher. If Prof. Fischman addresses you by your Game Name ("Brunelleschi, I do not think that your speech about the Duomo is consistent with your goals!"), then everyone knows that the instructor is functioning as GameMaster. If the instructor uses the student's own name, she is probably functioning as Instructor. If you are not sure which hat the instructor is wearing, simply ask. Remember: as "Instructor," your professors will be fully transparent; as GameMasters, they must keep everyone's secrets. Students should also keep their secrets from friends and classmates who are part of opposing factions-- this includes, in particular, not sharing your role sheet with anyone else!

Assignments and Activities

Deadlines for each activity are noted on Blackboard. Grades will be attributed based on the total points that you earn this quarter, not on the score of any individual assignment. There is **no extra credit** in this course. Some assignments are listed as "mandatory." You must complete and submit these assignments by the deadlines indicated. Failure to do so (even for a single assignment) will result in a grade of "F" for the course.

Assignments not designated as "mandatory" are designed to help you do better in the game and in the mandatory assignments. How many you choose to complete will depend on the grade you want to earn for the course. Note that you'll need to complete some of these assignments in order to pass the course (even if you receive perfect scores on the mandatory assignments). Because things tend to get much busier towards the end of the quarter, you are advised to do as many of the quizzes, CRAs and other assignments from the Preparation phase as you can so you'll have a "cushion" to fall back on later in the

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[1] For the most part, the game does follow historical events as they really happened-- though occasionally in an accelerated or delayed chronology. However, you and your classmates may veer into ahistorical outcomes!

term (plus, doing these assignments will give you strategic advantages in the game because of the knowledge you'll acquire!)

Quizzes, Surveys, "Other" Homework

Quizzes on Blackboard will accompany that day's readings. You should think of quizzes as *study guides*: they are designed to help you *think about* the readings, as well as measure your comprehension of the content. Most quizzes can be repeated three times without penalty (a few can only be completed once; these are marked prominently); your highest score will be recorded.

Surveys are designed to elicit information about your perceptions of the course; they also help you to think about what you have learned and what you are learning. The first and final surveys are anonymous but Blackboard marks whether you've completed the survey or not; surveys are graded Credit/No-credit. Surveys related to role assignments are not anonymous; they ask questions about your strengths and weaknesses, course goals and role preferences. Again, you receive full credit for answering all of the questions.

Other" Homework is a catch-all category for any additional (spontaneous) assignments or point-earning activities that may occur during the quarter.

Critical Reading Assignments

On Blackboard, you'll find a fuller discussion of this assignment. The Critical Reading Assignment (CRA) is an essay (i.e. in the form of a structured response) that asks you to analyze one of the course readings in more detail by providing a short quote, a paraphrase of that quote (i.e. explain it in your own words) and an analysis of how this reading could be used to support or refute one of the main issues likely to occur in the game. Because you will need to use references in your written and oral work, the Critical Reading Assignments help to prepare you to make these arguments. You may complete a maximum of 4 Critical Reading Assignments. You are encouraged to share your work with members of your faction after the game begins.

Character Investigation Sheet

It can be a little intimidating to read through your role sheet and figure out what you need to do—that is, until the game begins. The Character Investigation Sheet is designed to help you better understand your character. It will be graded as CR/NC. On rare occasions, the GameMaster may include additional points awarded for a particularly thoughtful assignment.

Formal Game Speeches

You are required to either complete four Formal Game speeches this term: one for each of the Reacting games, a group presentation for the Final Project and an individual Formal Game Speech, as part of the Final Project game.

In order to prepare for a Formal Game Speech (FGS), you should think about your argument. What are you trying to convince others to do? Why should they do it? Which of the texts we've studied (in your GameBook) support your position? Once you've thought about these things, prepare your [Formal Game Speech Form](#) (you'll find a link on the Blackboard site).

Remember that a convincing, passionate speech should persuade your audience. Be sure to practice your speech two or three times, but don't worry too much if you stumble over a few words or if you get nervous (it happens to all of us!).

In order to prepare good speeches, players should *conduct research*, either using texts discussed in the set-up of the game (i.e. Gamebook) or from outside resources (see your Role Sheet for suggestions). Pay attention to the Formal Game Speech rubric posted on Blackboard; it explains how you will be graded.

Players should consider carefully counterarguments and address them directly. **Don't just state what you are for; explain why that position is better than the positions other players may argue for**. Remember that you'll want to convince others to join in your fight. Comparisons in speeches make good persuasive arguments. Your argument will become more effective the more you listen to the ideas of others and anticipate their questions and objections.

There will be multiple opportunities to speak in class; sometimes you will speak extemporaneously (an "informal" speech) and other times you will prepare a formal speech in advance. The extemporaneous speeches and other activities (such as negotiating with other factions) count towards your participation in the game. Only the formal, prepared speeches are the basis for the FGS grade. Informal speeches count towards your participation score.

Essays & Lab Reports

Everyone must write *at least one Essay* for each Game and also **one lab report** during the term. Details will be provided on Blackboard. You may turn in essays in advance of the deadlines but late essays will not be accepted. Lab Reports will have due dates set for two days after the experiment.

Your essay should be written in character and address your fellow players. Essays should be persuasive discourses that have a purpose. Therefore, besides submitting your Essay to Blackboard for your 21st century grade, you should post your Essays (in .pdf format) in the #piazza_1418 or #piazza_1500 channel on Slack so that they can be read and discussed by classmates.

In general, each essay will be about **3 typed, double-spaced pages** (using normal fonts, such as Times 12 font, length is give or take 10%, about 800 words). Lab Reports will vary in length but should follow the same format. Blackboard only accepts Word documents and .pdf documents; Slack only reads .pdf without leaving the app. Therefore, you are **strongly encouraged to save all of your work in .pdf** (instructions and tutorials are available on Blackboard).

At the instructors' discretion, additional points may be awarded for particularly well-written or persuasive texts– either as an advantage within the game (i.e. additional votes) or as additional grade points (a less frequent outcome). There will also be prizes awarded by game characters for especially well-argued essays.

Participation *(Maximum to be established)*

Participation is not merely Attendance. You are expected to be engaged in this class. This means listening to the speeches, asking questions of the other characters and working towards your factions' goals. Your active and consistent attendance and participation is vital to the success of the class. If you miss a class you may hinder the chances of your team winning the game and your participation grade suffers. Pay attention to the Victory Conditions in your Role Sheets: what do you need to do to be successful in the game? In general, you will receive 10 points/day for attendance and an additional 10 points for actively engaging in the proceedings by asking questions/making comments, giving informal/formal speeches and/or playing a leadership role. You will also receive participation points for engaging in academic discussions/debates on Slack.

The Professors will keep a Participation tally on the **quantity** and **quality** of comments made during the game. To enhance your score, please cc: the GameMasters on any e-mails to other players during the game and report any meetings or discussions held outside of class. You are **strongly encouraged** to use Slack for your faction discussions so that the Instructors can stay apprised of your engagement with the course. Note that you can communicate directly and privately with class members via Slack. However, if you wish to have these communications considered as part of your participation, you must include the professors (we promise not to reveal your secrets)!

Win Sheets

At the end of each game, you will fill out a form to give information about how well you played the *Duomo* and *Galileo* games. Pay particular attention to the Victory Conditions: Game Winners will receive Bonus Points (see below)! **Win Sheet narratives are generally 2-3 pages in length-- be sure to answer each question with at least a paragraph.** Don't just state that you accomplished each Victory Objective-- explain *how* you did so. Do you think your faction or your character should have won, but the die just didn't roll your way? If your Win Sheet is persuasive enough, you might be convincing enough to earn those Bonus Points anyway!

Bonus Points

Winners receive prizes! Bonus points will be awarded as follows:
● 	Player meets at least 50% of Victory Objectives: *+25 points*
● 	Player meets 75-100% of Victory Objectives **OR** has a Big Win/ Faction Win: *+50 points*

Determination of your bonus is determined by either being on the winning faction (a "Big Win") or writing a persuasive Win Sheet assignment. Even if you have a Big Win, you still need to explain your role in helping your faction achieve victory in order to receive the Big Win bonus points.

Final Project

As a culminating activity, the class will collaborate to create a game, and then play it. Steps in the process include:

- Teams create game proposals, including background, faction sheets, activities
- The class selects the winning proposal. The team that created that game becomes a "Game Council" and mentors factions/indeterminates as they develop their individual roles.
- Students are allocated roles, research them, and develop their role sheets
- Play the game!
- Reflect on the experience and provide feedback on the game.

Grading Scale

Your grade will be based on the **total number of points** that you earn, not on a percentage of the total points awarded during the term. No "extra credit" will be awarded. Make sure you read and understand the Course Calendar. You'll need to submit work regularly throughout the quarter. If you procrastinate, you may miss key deadlines. **Late work is not accepted.**

Table 1 - Grading Scale

Points	Grade	Points	Grade	Points	Grade
895-939	A-	940+	A		
795-829	B-	830-869	B	870-894	B+
695-729	C-	730-769	C	770-794	C+
595-629	D-	630-669	D	670-694	D+
		less than 595	F		

Course Calendar

This calendar subject to change with fair notice (as needed for better learning conditions).

GB1 = Duomo Game book   GB2= Galileo Game book

Assignments listed are due the day of the next class session (i.e. they are your homework for the time between class sessions).

- Readings, videos, corresponding quizzes and Formal Game Speech forms should be completed **prior** to the following class session. **Everyone should complete the reading & video activities**-- even if not planning to take the Quiz or complete the Critical Reading Assignments. The readings and videos provide essential information for the rest of the class activities.
- Other assignments (e.g. surveys, essays) are mostly **due by midnight** (BB thinks "midnight" = 11:59 PM!).
- Most assignments are due on Tuesday or Thursday. A few assignments have a due date on a non-class day in order to facilitate game play. These deadlines are noted prominently.

Your **GameBook may have some contradictory information** regarding the content of the game sessions and the specific assignments you are being asked to complete. Please follow the syllabus and BB instructions, rather than the GB, as assignments have been adapted and modified to fit our course and program goals.

See the Course Calendar for specific assignments