



IUPUI

**SCHOOL OF INFORMATICS
AND COMPUTING**

DEPARTMENT OF HUMAN-CENTERED COMPUTING

Indiana University-Purdue University
Indianapolis

NEWM N485 – Adv. History of Video Games
Department of Human-Centered Computing, Media Arts and Science Program
Indiana University School of Informatics and Computing, Indianapolis
Summer 2017

Section No.: 24544 *Credit Hours:* 3

Time: Mondays & Wednesdays, 4:00pm – 7:00pm

Location: IT 355, Informatics & Communications Technology Complex
535 West Michigan Street, Indianapolis, IN 46202, NA, Earth [\[map\]](#)

First Class: May 10th, 2017 AD

Website: IU Canvas - <https://iu.instructure.com/courses/1639991> - Face2Face

Instructor: **Mathew A. Powers, MFA in Digital Media, Lecturer**

Office Hours: By Appointment

Office: IT 455, see address above

Phone: (317) 278-8448 (Office) – (though I am never in there)

Email: matapowe@iupui.edu, mathewpowers1@gmail.com

Contact: Canvas

Prerequisites: None (Not an extension of any undergraduate or graduate course) (Yay!)

Course Description:

This class draws on an examination of ancient and traditional games to inform a history of video games from their humble birth in the 1940's to the present. Students will design and evaluate aspects of games to understand the historical development of game designs.

Extended Course Description:

This class examines the historical development of game design approaches as understood through a study in changes in the construction, production, and development behind video games and the characters, creatures, worlds, mechanics, and narratives they contain. It examines how these elements developed into a major factor in our lives, their influences in the past, and their effects on culture. The class examines **1. The communities who constructed games and those communities that played/consumed them. 2. The narrative worlds and characters that they developed and their effects. 3 The technological developments across generations and how technology influenced creation and culture. Additionally, the course covers how games redefined our standard notions of interactivity, learning, and storytelling.**

Welcome!

It is finally here! w0000000t!!!! After many long years of sweat and toil in the spice-mines of academia, the School of Informatics & Computing and I are proud finally present the Advanced version of Game On! A History of Videogames. This class is the product of much love and hard work of myself and many people within the school! Game On! aims to educate its participants in the amazing and varied history of videogames, from where we left off in the intro class, n131, to their extraordinary future potentials from this year forwards! It also will look at how games and the characters, environments, mechanics, and items from them have affected YOU, pop culture, and society. We will examine the people who have made games and the places where they were made and how our modern culture has been shaped by the games we play!

Each class will consist of a lecture by the instructor followed by class time for discussions and activities. These activities are designed to get you out of your seats, experience the game world in a completely new light, and deepen your creative powers. Discussions concerning lectures, assignments, and newly acquired information will be held during class. There will also be time for student concerns and topics. Students will be expected to work on their projects outside of class and develop them each week. It is highly recommended that you give this class as much attention as you can. You should be here to study and make games and fuel your passion for them and their potential.

In this class you will be expected to work very, very, very, very, oh and did I mention very hard, explore, participate in discussions, but most of all have fun, fun, fun, fun, fun, (need to balance out all the very's) with the subject matter and the tools required to create it. This is a chance to be energized by what opportunities Flash and your imagination offer. Most of all, you should be motivated and open to new ideas and practices and be able to create, create, create!

Required Readings:

Required readings will be provided gratis each class by the instructor. These multipage documents are found in the Files section of IU Canvas. Each reading must be completed by the start of the next class. The readings combine materials from the texts below and the instructor's research. Each reading is 10–30 pages and numbered to indicate its order. All tests and quizzes cover content from the readings.

Recommended Texts:

The Ultimate History of Video Games: From Pong to Pokémon: The Story Behind the Craze that Touch our Lives and Changed the World

Steven L. Kent, 1st ed. Three Rivers Press, 2001.

High Score! The Illustrated History of Electronic Games

Rusel Demaria & Johnny L. Wilson, McGraw-Hill/Osborne, 2002.

The Ultimate Guide to Video Game Writing and Design

Flint Dille & John Z. Platten, 1st ed. Lone Eagle, 2008.

The Art of Game Design: A Book of Lenses

Jesse Schell, Morgan Kaufman Publishers, Elsevier Inc., 2008.

Software Used:

The Pixel-Creation assignments require students to the assignment in one of the following areas: Photoshop, Online-Pixel Graph, or Hand-Drawing. No previous knowledge of these are required. Technical, step-by-step instructions are provided in class.

Teaching and Learning Methods:

The class will employ the following methods:

Lecture/demonstrations by the teacher, class discussion conducted by teacher, class group-assignments, online note delivery, online forum discussions, and student presentations.

Principles of Undergraduate Learning (PUL):

Learning outcomes assessed in the following areas:

- | | |
|---|--------------------------|
| 1A. Core communication: written, oral, and visual skills | <i>Major emphasis</i> |
| 1B. Core communication: quantitative skills | |
| 1C. Core communication: information resources skills | |
| 2. Critical thinking | <i>Some emphasis</i> |
| 3. Integration and application of knowledge | |
| 4. Intellectual depth, breadth, and adaptiveness | |
| 5. Understanding society and culture | <i>Moderate emphasis</i> |
| 6. Values and ethics | |

Grading Scale:

A+ = 98 – 100%, A = 94 - 97%, A- = 90 – 93%

B+ = 87 – 89%, B = 84 86%, B- = 80 – 83%

C+ = 77 – 79%, C = 74 - 76%, C- = 70 – 73%

D+ = 67 – 69%, D = 64 - 66%, D- = 60 – 63%

F = below 59%. **Super F = under 9%**

(Yes, this has actually been given out, multiple times! Current record = -9%)

A = Excellent (Wow!), B = Good (HmMMM, Not bad, shows potential)

C = Average (Meh, it'll pass but...), D = Below Average (Really?)

F = Fail (Why are you here???), **Super F = Epic Fail (nuff said.)**

In the case of borderline grades, factors such as respect, attendance, tardiness, attitude, and class participation will be considered.

Extra Credit:

Extra credit work will be given out during the course of the semester and will be fully explained during class times.

Calendar and Schedule:

May:

Week 1.

Class 1. – May 10th Introductions and getting the Game engine warmed up again!

Week 2.

Class 2. – May 15th Lecture & Activity Time.

Class 3. – May 17th Lecture & Activity Time.

Week 3.

Class 4. – May 22nd Lecture & Activity Time.

Class 5. – May 24th Lecture & Activity Time.

Week 5.

Class 6. - May 29th – Memorial Day – No Classes

Class 7. – May 31st Lecture & Activity Time.

June:

Week 6.

Class 8. – June 5th Lecture & Activity Time.

Class 9. – June 7th Lecture & Activity Time.

Week 7.

Class 10. – June 12th Lecture & Activity Time.

Class 11. – June 14th Lecture & Activity Time.

Week 8.

Class 12. – June 19th – Super-Mega-Uber Big Boss Final.

Lecture Topics:

What is a Game?

Why do we play games? Why do we even “play” at all? What does “play” do for all ages? What are the psychological and cultural underpinnings that generate the need for games within ourselves? How has “play” manifested itself through games over the course of our cultural and technological developments?

Ancient Games.

What did our ancestors play? Have games been found in all cultures (yes)? What ancient games survive today? Why did some ancient games determine a player’s place in the afterlife? How have these ancient games formed the backbone of modern analog games and videogames?

Primordial 20th Century Games, Videogames crawl out of the sea.

Were there any video/computer games before the 1970’s (yes)? What companies and individuals pioneered games through technology that led up to Pong and all subsequent games? Why is a Tech Model Railroad student club at MIT the founding basis for all modern games?

Atari!

How this giant of the videogame world developed games into an actual industry and led the way up until the Great Videogame Crash of 1983/94. How this company became a juggernaut and then shrank to nearly nothing. Atari set the stage for all videogames and without this company and its innovations we would not have games anywhere near what we know them today.

1970’s.

What were the other first games like? How did a multi-billion industry almost never make it off the ground? How much influence did Pong and other games have? Why did we see our first great videogame crash happen in this decade?

Nintendo!

A comprehensive history of its humble roots as a company that only made hand-crafted Hanafuda cards to the globe-spanning empire that it is today. In addition, we will examine how Nintendo saved gaming in 1985 and whose characters define the very notion of videogames today.

1980's

This decade set the tone and spirit of gaming though it was also to see the worst disaster to ever befall games. How did it start so strong and by the middle of this decade nearly kill off its own unique creation? What are arcades and why were they important? For as much pain as there was during the middle of this decade the latter half of it saw videogames dominate the planet. Why did games roar as the 80's ended and how did this wave crash into the next decade?

1990's

The 1990's saw an explosion of games now that they had declared there were here to stay. Companies sprang up overnight and longtime technology giants saw an opening that they not before. Technology exploded right along with game ideas and this decade showed more experimentation than at any time outside of modern times. What are the console wars? Why do I need 7 discs to run a Final Fantasy game? Magazines for videogames? The latter half of the 2nd full decade of games saw games fully plant themselves into the culture of our planet. Times were calming down and a more even develop process was forming. How did the 20th century and the 2nd millennium end with gaming?

Psych!

The psychology behind gaming experiences. Winning, losing, achievements, and status. Immersion and losing one's soul to a gaming. Gaming culture and the "Nerd" factor. What trends area and have developed in videogames?

Educational Games

How has Education served videogames? Why it is an important backdrop to modern traditional and videogames? How are all major school topics covered by games? For example: Oregon Trail continues to be one of the more popular and educational history games out there but newcomers such as Civilization and even Red Dawn Redemption use history for both educating and entertaining. How is science, math, art, and even typing used in games for a fun and educational experience?

Modern Times.

How have things changed from the turn of the millennium? What has occurred in these now 15 years? What is social gaming? What is causal gaming? Who all is gaming? Now that a generation raised on videos games have come into their own how is this early childhood development asserting itself on modern culture and those living in the modern age, (ie this video series.☺)

MMORPGS

One of the more engaging innovations of the modern era of gaming is the never-ending, “life-gaming” know as an MMORPG. These games connect thousands of players across the world in real-time and have lasted for years on end. Many have folded but the desire to bring people together in a world outside of our own continues to push developers and designers to create them. Various business models and technologies have been used for these experiences and we will look at the first MUDs to Ultima Online to titans such as World of Warcraft and EVE.

Traditional Analog Renaissance

Why are board, card, and dice games making a strong comeback? What has technology to do with this? How are the physical and the digital marrying and repulsing each other? Why are their more games being made today than ever in human history? What is the difference between playing at a table compared to a TV?

What does the future hold?

Where are games going? What does the future hold? How are traditional game types moving towards and away from technology? What might games look like in the future? How has an entirely new genre of Game-Watching taken over the Internet?

YouTube:

ASK ME ABOUT OUR CONNECTION TO YOUTUBE :D

Attendance and Participation:

IUPUI policy is that class attendance is mandatory. Attendance is taken at the start each class at the front desk of the lecture hall. Any student missing FOUR classes without an approved excuse will lose five points from the final grade. An additional five points will be removed for every missed day after the fourth missed day.

Be on time to class. Lateness is assessed 15min after class begins and when the TA picks up the sign-in sheets. DO NOT SIGN FOR OTHER PEOPLE! Every three “lates” equals one absence that in turn counts towards the final grade reductions. If you are unable to attend, please send me a notice through IU-Canvas email before class. Absences may be excused with valid doctor’s documentation or other extenuating circumstances. Students are expected to actively participate in class by asking questions and sharing any relevant experiences.

Only the following are acceptable excuses for absences: death in the immediate family (e.g. mother, father, spouse, child, or sibling), hospitalization or serious illness; jury duty; court ordered summons; religious holiday; university/school coordinated athletic or scholastic activities; an unanticipated event that would cause attendance to result in substantial hardship to one’s self or immediate family. Absences must be explained with the submission of appropriate documentation to the satisfaction of the instructor, who will decide whether missed work may be made up. Absences that do not satisfy the above criteria are considered unexcused. To protect your privacy, doctor’s excuses should exclude the nature of the condition and focus instead on how the condition impacts your attendance and academic performance.

Incompletes:

The instructor may assign an Incomplete (I) grade only if at least 75% of the required coursework has been completed at passing quality and holding you to previously established time limits would result in unjust hardship to you. All unfinished work must be completed by the date set by the instructor. Left unchanged, an Incomplete automatically becomes an F after one year. <http://registrar.iupui.edu/incomp.html>

Deliverables:

You are responsible for completing each deliverable (e.g., assignment, quiz) by its deadline and submitting it by the specified method. Deadlines are outlined in the syllabus or in supplementary documents accessible through IU-Canvas. Should you miss a class, you are still responsible for completing the deliverable and for finding out what was covered in class, including any new or modified deliverable.

Documentation: All work will be appropriately documented and follow professional standards. All files are to have your name, date, and class number ON and IN them. Further details will be explained in Assignment Handouts.

Statement of Values, Goals, and Intents:

For traditional learners and the curious: (Non-Majors)

Students who are curious and interested in the history of gaming, but who are not interested in making their own games, will find that this course seeks to have these individuals walk away with a solid and comprehensive (as much as possible) understanding of how and why videogames are in their current, modern forms. Non-majors will develop an understanding of the merging of technologies and ideas that brought forth games as we know them, the individuals and companies who helped propel the games forward, the market and audience factors that saw games rise and fall, the creation process behind games, and how games have evolved since their inception. They will understand the context of current creation and development through the many fun and varied topics of the course.

For Game Designers and Developers: (Majors)

In addition to the above, this course will set forth a working knowledge of games that will influence and contextualize the creations of and for game majors, i.e. designers and developers. The course will seek to develop a working knowledge of what has come before so that students who are interested in making their own games are able to adequately create their games within the culture of game design and not within a vacuum. By knowing what has gone before, their creations will have a more original tone and feel to them. They will avoid redundancy in characters, story, and form. Knowing this information will also help them look to the future and into what areas have not been covered by game creation and design. Additionally, they will have the noted list of expectations and benefits found in the main learner section from above.

Classroom Behavior, Respect, Edicts, & Policies:

Respect for your Fellow Gamer:

Cell phones, pagers (really?), blackberries, iPods, Zunes (does anyone actually have one of these?) and all other personal devices are to be turned off and not used during class times. I mean it. They. Are. Annoying! They may be used only during breaks or at the consent of the instructor. Anyone using these devices in a disruptive manner will be asked to leave the class.

“Social sites” such as Facebook.com, MySpace.com, their illegitimate child MyFace.com, Friendster.com (again, is anyone on this?), Twitter, or Instant Messenger are not allowed during class. These sites are disruptive and a distraction. And for God’s sake you get to be on them 21 hours a day outside of class so give yourself a break. No one cares how your cousins status on how she is moving into her new place and that Tweet from your best friend’s brother about the roller-derby is going to be there when class gets out. Anyone caught using these will be asked to cease and if not will then be asked to leave the class.

Students are expected to be respectful of the instructor and each other during lectures and presentations. Unless asked a question, talking should not interfere with whoever is speaking at the time. **Respect Triangle – Prof > Student, Student < Prof, Student >< Student**

(from my regional-district-manager, who thinks-outside-the-box)

Do to a complete abuse of the class time provided in previous semesters, no student is allowed to leave early without permission of the instructor. Family emergencies, religious activities, personal extreme sickness will be allowed and excused if told to the professor in a timely manner. Any student(s) found leaving early will be marked late for that day. Remember, three “lates” will count as one absent. In addition, any students who disappear during break just randomly will be treated in the same manner.

*****Additionally, any and all racist, homophobic, anti-Semitic, sexist, or personally threatening language (even if attempted in a humorous manner) are NOT ALLOWED! This will be further explained in class due to experiences.**

Online Section: This is the third time in Game On!’s history that there has been an online section. This new develop is exciting in that more people can garner the information from this class but at the same time challenging as the class must adjust and mutate to accommodate this new feature. The majority of the class will remain the same except for those aspects and assignments that have been deemed unmanageable within the online format. Secondary documents explaining all this will be sent to Online-Students by the start of the second week once the tech staff and the school have worked out all the glitches and gremlins from the system. We appreciate your understanding and patience through all this.

*****ALL Class sessions will be videoed by the SOIC tech staff, edited, and then released via a link on a set class website one to two days after the Face-2-Face class concludes. This link will go out later this week once it is established.**

Professional Courtesy:

One of the more important “Meta” aspects of working in a class, and indeed is the practice of professional courtesy. This set of manners goes a long way in keeping the gears of any endeavor greased and moving with efficiency. It also helps minimize hurt feelings and encourages pride in one’s own work. Everyone working in this class is expected to maintain and practice professional courtesy. It is a simple formula and consists simply of; Thank-You, Please, and Sorry. These four simple words are used during interactions within the class and over email. This is a best practice for the real world where these behaviors are expected and reflect on one’s station and ability to connect with others. Please make sure to practice them and maintain an air of professionalism at all times.

No Phone Zone: Due to the growing plague of individuals obsessed with and hypnotized by their own personal communication devices, (combined with the fact that this entire team will only meet for two hours and forty minutes once a week), the professor kindly asks that all students refrain from using their phones during class/meetings times. Much work and communication must be created, analyzed, debated, and worked on during these brief windows and, unless it is a family emergency or is in some way related to the project, I ask you to stay off your phones. Repeated offenses will result in your being asked to leave the class.

Computer Degradation Policy:

Over the past few years students have begun to show an increasingly disturbing dependence on their phones and computers. This is fine and dandy outside of class but our sessions only meet for 2.5 hours 16 times this semester. It is beyond crucial that I have your full attention during this time. This is so I may help mold and teach you the principles of Creature Design and for you to work with your fellow Creature Creators on assignments and in-class exercises. There is no reason to be watching YouTube videos or viewing Facebook during class time. Also, the notes will be given out each class so there is no reason to be looking at them over your computers. Every student is expected to have their computers and phones down and away during class lectures, exercises, videos, etc.

Anyone caught with their computers up and open after it has been announced for them to be away will be asked to close them once. If this does not achieve the desired effect, then the professor and TA will make note of the student in question and their grade will experience a point degradation per infraction. Everyone is an adult here and is expected to be fully involved with the class. I want to draw the very best out of you this semester and I can only do that if you are fully along for the adventure.

Drama-Llamas: THERE WILL BE NO DRAMA-LLAMAS!

(Further explained in class)

Email Response Time:

Due to the complete overload of the current academic schedule, all students must allow 24 – 48 hours for a response from the instructor. Email responses may take longer than 24 hours due to current backlogs. Student patience is greatly appreciated and sending out the same email 20 times in one day will not garner a quicker response. All email is answered in order that it is received. **All email needs the item: “n485 or GameOn” in the subject line.** Basically, I will get to everyone, there just does not need to be any panic. The greatest words ever spoken were:

DON'T PANIC!

Lateness:

Projects will be accepted after the due dates expressed in the syllabus class schedule below though they will incur severe Late-Penalties so that fairness can be garnered with those students who turned work in on time. These Penalties may vary from assignment to assignment but will fall under 5 – 10 points deduction per date assignments are late. They will be shown on the presented rubrics. Unless there is a death in the family, a religious holiday, or a grave personal matter that you can show proof of why the work needed to be late, any work turned in after the due date will receive this treatment.

Academic Honesty:

All students in Media Arts & Science should aspire to high standards of academic honesty. This class encourages cooperation and the exchange of ideas. However, students are expected to do their own work.

Plagiarism: (adapted from the definition by the School of Liberal Arts)

Plagiarism is the use of the work of others without properly crediting the actual source of the ideas, words, sentences, paragraphs, entire articles, music or pictures. Using other students' work (with or without their permission) is still plagiarism if you don't indicate who initially did the work. Plagiarism, a form of cheating, is a serious offense and will be severely punished. When an instructor suspects plagiarism, he/she will inform the student of the charge; the student has the right to respond to the allegations. Students whose work appears to be plagiarized may be asked to produce earlier drafts of the work. Students should, for this reason and as a protection in cases of lost papers, diskettes, retain rough drafts, notes and other work products for 2 or 3 weeks after the end of each semester. The penalties for plagiarism include reprimands, being failed for a particular exam, paper, project or the entire course, disciplinary probation, or dismissal. Faculty, after consulting with their chair and. or the dean must notify students in writing of their decision. Students have the right to appeal such decisions by the submitting a petition. All students are responsible for reading the Code of Student Rights, Responsibilities, and Conduct of Indiana University Purdue University Indianapolis.

Playing the Game-Class: (Gamification in Practice)

This class is going to be fun! Fun is the single most crucial element of gaming and the class will reflect that. However, a part of fun is challenge. This class will be equally challenging. To survive in this class you need to view it as not a tired-old class, but a new game for you to conquer, beat, and win!

Think of the various assignments as levels. Levels that are going to throw all sorts of baddies, open pits, and power-ups your way. These assignments/levels want to try to hold you back. They have all sorts of minions at their command like software comprehension, code, animation, writing, creating, time sinks, etc. Other minions include your friends and family who want to distract you from valuable learning and creative class time 😊 but with enough determination and insight, you will recognize the patterns and amounts of effort needed to strategize around and navigate through them triumphantly. This game/class has several level/assignments and each one gets harder and more challenging. Yet, when you get past one and best it, the taste of victory will be ever so sweet. You will then be ready for the next one. Getting better, stronger, and leveling up as you go.

The grades you receive are the points/coins you collect along the way. You may not collect all the points on a particular level but that is why there are extra-credit assignments and random projects. These act as hidden zones filled with coins as far as the eye can see. You need to be ready for them and know your standing in the class with your point/coin tally. In addition, it just feels so much better to have as many coins/points as possible. They may not buy happiness but they sure can rent it. The three absences in class are your three lives. You have three chances to make it through this game without a penalty. I would use these wisely if you hope to finish with a good score and ranking.

The final grade in the class is your ranking in this game. If you find all the coins, secrets, hidden widgets, beat all the enemies, pass all the levels, and make it past the boss you will come out with a high game ranking. One that is worthy of your mom taking a picture of it and posting the photo on the fridge.

Finally, there is the ever-present Boss. Just think of your kindly instructor as your smiling, neighborhood Bowser. Large, aggravating, helpful, and someone you cannot wait to beat. The boss is always the paradox in a game. He is the one you must get past to complete the game. Without him and his obnoxious taunting and endless waves of minions, you would not be able to prove yourself to yourself and those around you. A sharp sword always needs a heavy anvil to be smithed on. He may be in the way, but the boss of any game is always the best teacher. Remember this paradox. The boss may roar, kidnap the princess, and challenge you but he does it with a smile of happiness when you send him into the boiling lava.

I will challenge you, help you, assist you, say things you may not want to hear and things you want to hear, and push you to your greatest potential. I will be by your side through all of this. I take this stuff very seriously. Games say a lot about the culture and people who make them. They are a true expression of self, fun, and play. All things needed for a balanced, meaningful, and rich life. I am honored you have taken this class and chosen to play this game. I want you to win. You want to win. So let's go get this thing started.

GAME ON!

Game Culture:

This is not just a technical class. You must have culture to have context for content creation. This class is not just a place where you will learn Flash, code, animation, or game making.

It is not a sterile, dry place for you to simply learn some tech and run off. It is a place of deep study and reflection on the topics at hand. A place to study all of the great games that have come before us (even if the graphics are only 8-Bit some older games far outshine anything new with all the latest bells-&-whistles and we will ask why), all the great games around us, and the possible game futures in front of us.

This class takes a serious look at how Game-Culture is influencing modern society and how it is shaping our daily lives. Videos, articles, and discussions will be continually held to challenge your insights to games and their potential. Why do some games cause a societal revolution and others fade before they are released. How will games and the characters and worlds they create shape our world and ourselves? These reflections and questions will deeply enrich your comprehension of games and make you a truly better game maker.

P.S. Sometimes it's just fun to play some goofy games and watch some insane game videos to stir up the creative juices! You have no idea how much this helps!

CODE OF CONDUCT

All students should aspire to the highest standards of academic integrity. Using another student's work on an assignment, cheating on a test, not quoting or citing references correctly, or any other form of dishonesty or plagiarism shall result in a grade of zero on the item and possibly an F in the course. Incidences of academic misconduct shall be referred to the Department Chair and repeated violations shall result in dismissal from the program.

All students are responsible for reading, understanding, and applying the *Code of Student Rights, Responsibilities and Conduct* and in particular the section on academic misconduct. Refer to *The Code > Responsibilities > Academic Misconduct* at <http://www.indiana.edu/~code/>. All students must also successfully complete the Indiana University Department of Education "How to Recognize Plagiarism" Tutorial and Test. <https://www.indiana.edu/~istd> You must document the difference between your writing and that of others. Use quotation marks in addition to a citation, page number, and reference whenever writing someone else's words (e.g., following the *Publication Manual of the American Psychological Association*). To detect plagiarism instructors apply a range of methods, including Turnitin.com. <http://www.ulib.iupui.edu/libinfo/turnitin>

Academic Misconduct:

1. **Cheating:** ^[SEP]Cheating is considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment.
 - a. A student must not use external assistance on any "in-class" or "take-home" examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.

- b. A student must not use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to prepare work, without advanced authorization from the instructor to whom the work is being submitted.
 - c. A student must not use materials from a commercial term paper company, files of papers prepared by other persons, or submit documents found on the Internet.
 - d. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student's individual work.
 - e. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.
 - f. A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.
 - g. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor or program to whom the work is being submitted.
 - h. A student must not, without authorization, alter a grade or score in any way, nor alter answers on a returned exam or assignment for credit.
2. **Fabrication:** A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citation to the sources of information.
3. **Plagiarism:** Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.
- a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
 - b. A student must give credit to the originality of others and acknowledge indebtedness whenever:^[SEP]
 - 1. directly quoting another person's actual words, whether oral or written;
 - 2. using another person's ideas, opinions, or theories;
 - 3. paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
 - 4. borrowing facts, statistics, or illustrative material; or
 - 5. offering materials assembled or collected by others in the form of projects or collections without acknowledgment
4. **Interference:**^[SEP]A student must not steal, change, destroy, or impede another student's work, nor should the student unjustly attempt, through a bribe, a promise of favors or threats, to affect any student's grade or the evaluation of academic performance. Impeding another student's work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.
5. **Violation of Course Rules:**^[SEP]A student must not violate course rules established by a department, the course syllabus, verbal or written instructions, or the course materials that are rationally related to the content of the course or to the enhancement of the learning process in the course.

6. **Facilitating Academic Dishonesty:**^[L]_[SEP]A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct, nor allow another student to use his or her work or resources to commit an act of misconduct.

OTHER POLICIES

1. **IUPUI course policies:** A number of campus policies governing IUPUI courses may be found at the following link: http://registrar.iupui.edu/course_policies.html
2. **Classroom civility:** To maintain an effective and inclusive learning environment, it is important to be an attentive and respectful participant in lectures, discussions, group work, and other classroom exercises. Thus, unnecessary disruptions should be avoided, such as ringing cell phones engagement in private conversations and other unrelated activities. Cell phones, media players, or any noisy devices should be turned off during a class. Texting, surfing the Internet, and posting to Facebook or Twitter during class are generally not permitted. Laptop use may be permitted if it is used for taking notes or conducting class activities. Students should check with the instructor about permissible devices in class. IUPUI nurtures and promotes “a campus climate that seeks, values, and cultivates diversity in all of its forms and that provides conditions necessary for all campus community members to feel welcomed, supported, included, and valued” (IUPUI Strategic Initiative 9). IUPUI prohibits “discrimination against anyone for reasons of race, color, religion, national origin, sex, sexual orientation, marital status, age, disability, or [veteran] status” (Office of Equal Opportunity). Profanity or derogatory comments about the instructor, fellow students, invited speakers or other classroom visitors, or any members of the campus community shall not be tolerated. A violation of this rule shall result in a warning and, if the offense continues, possible disciplinary action.
3. **Bringing children to class:** To ensure an effective learning environment, children are not permitted to attend class with their parents, guardians, or childcare providers unless with permission from the instructor.
4. **Course Evaluation Policy:** Course evaluations provide vital information for improving the quality of courses and programs. Students are required to complete one course and instructor evaluation for each section in which they are enrolled at the School of Informatics and Computing. This requirement has three exceptions: (a) The student has withdrawn from the course; (b) fewer than five students are enrolled in the section (in which case anonymity is impossible); and (c) the section is a laboratory that must be taken with a course having a different section number. Course evaluations are completed at <https://soic.iupui.edu/app/course-eval/>. Course evaluations are open from the eleventh week. Course evaluations are anonymous, which means that no one can view the name of the student completing the evaluation. In addition, no one can view the evaluation itself until after the instructor has submitted the final grades for the course. In small sections, demographic information should be left blank, if it could be used to identify the student.
5. **Communication:** The instructor should respond to emails within 48 hours, excluding weekends and holidays, and announce periods of extended absence in advance. The instructor should provide weekly office hours or accept appointments for face-to-face, telephone, or teleconferenced meetings.
6. **Email:** Indiana University uses your IU email account as an official means of communication, and students should check it daily for pertinent information. Although you may have your IU email forwarded to an outside email account, please email faculty and staff from your IU email account.

7. **Disabilities Policy:** In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of accommodations needed for the course. Students requiring accommodations because of a disability must register with Adaptive Educational Services (AES) and complete the appropriate AES-issued before receiving accommodations. The AES office is located at UC 100, Taylor Hall (Email: aes@iupui.edu, Tel. 317 274-3241). Visit <http://aes.iupui.edu> for more information.
8. **Administrative Withdrawal:** A basic requirement of this course is that students participate in all class discussions and conscientiously complete all required course activities and/or assignments. If a student is unable to attend, participate in, or complete an assignment on time, it is the student's responsibility to inform the instructor. If a student misses more than half of the required activities within the first 25% of the course without contacting the instructor, the student may be administratively withdrawn from this course. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and a student who has been administratively withdrawn from a course is ineligible for a tuition refund. Contact the instructor with questions concerning administrative withdrawal.
9. **Emergency Preparedness:** Safety on campus is everyone's responsibility. Know what to do in an emergency so that you can protect yourself and others. For specific information, visit the emergency management website. <http://protect.iu.edu/emergency>
10. **Student Advocate:** The Student Advocate provides assistance to students with personal, financial, and academic issues. The Student Advocate Office is located in the Campus Center, Suite 350. The Student Advocate may also be contacted by phone at 317 274-4431 or by email at studvoc@iupui.edu. For more information visit <http://studentaffairs.iupui.edu/advocate>.
11. **Counseling and Psychological Services (CAPS):** Students seeking counseling or other psychological services should contact the CAPS office by phone at 274-2548 or email at capsindy@iupui.edu. For more information visit <http://life.iupui.edu/caps/>.

MISSION STATEMENT

The Mission of IUPUI is to provide for its constituents excellence in

- Teaching and Learning;
- Research, Scholarship, and Creative Activity; and
- Civic Engagement.

With each of these core activities characterized by

- Collaboration within and across disciplines and with the community;
- A commitment to ensuring diversity; and
- Pursuit of best practices.

IUPUI's mission is derived from and aligned with the principal components—Communities of Learning, Responsibilities of Excellence, Accountability and Best Practices—of Indiana University's Strategic Directions Charter.

STATEMENT OF VALUES

IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service. IUPUI recognizes students as partners in learning. IUPUI values the opportunities afforded by its location in Indiana's capital city and is committed to serving the needs of its community. Thus, IUPUI students, faculty, and staff are involved in the community, both to provide educational programs and patient care and to apply learning to community needs through service. As a leader in fostering collaborative relationships, IUPUI values collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings. IUPUI is committed to the personal and professional development of its students, faculty, and staff and to continuous improvement of its programs and services.

Nasty Weather, Junky Car Breakdown, Prof. Sick - Cancellation Policy:

If for some other reason I cannot make it to class I will send out a group email stating the situation. Make sure to check your email at least once a day.

World of Warcraft Right-of-Play Clause:

Any student found assisting or in any way playing on the Alliance side of WoW on any server will be promptly ganked and banished from class. We have no need for any-goody-two-shoes in this realm! Consequently, any student found assisting or playing on the Horde side of WoW may receive bonus points on every assignment. We need to encourage the right way to play at all times! **FOR THE HORDE!!!!!!**

Pokemon-Go:

Pokemon-Go is strictly forbidden from being played in class. It will be more than a distraction especially concerning the fact that the IT building has not one, but four distinct Poke-Stops within it. Also, there is the blunt truth that with the new school year all of these Poke-Stops will be more than likely lured by players for the entire semester. But in the extreme instance that you are indeed playing Pokemon-Go and a rare Pokemon pops into existence, it is your sworn duty to inform the class of this instance so that all may work on completing their Pokedex. ☺

Right of Revision Statement

The instructor in this course reserves the right to change the sequence of material and/or dates as outlined in this course syllabus.