

## EAE 4900-007: Psychology of Games

Spring 2022

MW / 03:00PM — 04:20PM (MT)

CSC 25

3 Credit Hours

This class does not meet a General Education Requirement.

### COURSE INFORMATION

**Description.** In this course we will examine in-depth a variety of cognitive principles relevant to the design of video games. The purpose of this course is two-fold: (a) to provide students with a deep understanding of the psychology at work during play and (b) to identify how to make psychological principles actionable during the process of designing a video game. We will explore challenges around human perception, attention, memory, problem solving, and learning, in order to predictably design the engaging games we intend.

**Overview.** This is a challenging course. The goal is to provide students with both a wide understanding of the psychological principles relevant to entertainment engineering, and with the understanding of putting those principles to practice.

**Prerequisites.** Full major in (Games or Computer Science) OR Permission of the Instructor.

**Instructor:**

Rogelio E. Cardona-Rivera (he/him, they/them) TBD

Email: [rogelio@eae.utah.edu](mailto:rogelio@eae.utah.edu)

**Teaching Assistant:**

TBD

**Student Hours:**

Bldg. 72 (the EAE Building), Room #216

F / 03:00PM — 4:20PM (MT)

**Student Hours:**

TBD

Note: I welcome you to contact me outside of class and student hours. You may message me via Canvas or email. I try to check my email on a regular schedule, at least twice a day. Further, I generally try to be in my offices in either Bldg. 72 (Room #216) or the Merrill Engineering Building (Room #3450). If you see me, you are welcome to drop by any time. At the same time: I may be occupied—in that case, I will ask you to schedule an appointment.

### COURSE MATERIALS

**Textbook.** The class is designed around the following textbooks:

- Hodent, Celia. *The Gamer's Brain: How Neuroscience and UX can Impact Video Game Design*. CRC Press, 2017.
- LaValle, Steven M. "Virtual Reality". 2nd Edition (Self-published), 2019. This textbook is freely available here: <http://lavalle.pl/vr/>
- Zagal, José P. *Game Design Snacks: Easily Digestible Game Design Wisdom*. Lulu.com, 2019. This textbook is freely available here: <https://press.etc.cmu.edu/index.php/product/game-design-snacks-easily-digestible-game-design-wisdom/>

Other readings will be posted by the instructor on the Canvas website.

**Course Slides and Notes.** The class will contain several course slides posted on the course website on a weekly basis.

## COURSE OBJECTIVES

In this course, I will cover:

1. Game design science, including:
  - A. Design methodologies: rationales and processes
  - B. Game design structures
2. The psychological principles of play, including:
  - A. Perceptual Engineering: perception of depth, motion, color, sound, and events; attention
  - B. Cognitive Psychology: memory, language, beliefs, desires, intention, and learning
  - C. Ecological Psychology: emotion, embodiment, decision-making, problem solving
3. Linking psychological principles to design principles.
4. The ethics of entertainment psychology and engineering.

## LEARNING OUTCOMES

**At the end of EAE 4900-007: Psychology of Games**, you will be able to:

1. Identify and explain the psychological principles present in designed video games.
2. Evaluate designed video game content in reference to psychological principles.
3. Assess the effectivity of designed video game content in relation to human performance.
4. Question video game designs in terms of ethics applied to effects on human psychology.

## EVALUATION METHODS AND CRITERIA

This is an experimental course on a popular topic. You will be evaluated across 5 written assignments and 4 exams on a 100 point scale. You must complete:

- Game Design Snacks (30 Points). You must hand-in five (5) written assignments called "Game Design Snacks," which ask you to analyze game designs in terms of psychological principles discussed in class. With each, you can earn up to 6 points, up to a total maximum of 30 points. You will have six (6) opportunities to submit these assignments over the course of the semester. More details can be found on the course website. Game design snacks are my method of assessing *Learning Outcomes 2, 3, and 4*.
- Partial Exams (45 Points). There will be three (3) partial examinations throughout the semester. With each, you can earn up to 15 points, up to a total maximum of 45 points. Each examination is partial, and will ask you to perform an in-depth design psychology-centered analysis of game designs. Exams consist of three (3) short essay design questions that are published in advance, and answered during the exam period in class. Exams are my method of assessing *Learning Outcome 1*.
- Final Exam (25 Points). There will be one (1) comprehensive final examination, with which you may earn up to 25 points. It will consist of multiple-choice, short answer, and/or short essay questions, which (unlike the partial exams) are not published in advance. The Final Exam is my method of performing a summative assessment of all Learning Outcomes.

**Grade Scale.** This course uses the standard grading scale for the University of Utah.

## COURSE ORGANIZATION

**Teaching and Learning Methods.** This course will primarily be lecture-based, with in-class discussions around material, assignments, and exams. Lectures are used because a great deal of the psychological principles are fairly standardized and I believe the best approach to learning them is to first engage with them in a traditional lecture and then pursue their implications via written assignments. Lectures will use a combination of computer slides and me writing on the whiteboard the concepts that are relevant for discussion.

In-class discussions allow us as a class to identify problem areas; for example, if the entire class struggles on a particular assignment I will definitely take that into account during grading and subsequent lectures. Assignments and exams are meant for you to engage deeply with course material to evidence mastery of the concepts you must learn.

Students are required to read additional resources as indicated for each lecture or week. These readings will help students get a better intuition and deeper insights into the topics of this course. Readings may also be required to complete assignments and exams.

I recognize students as essential co-creators of their education, and therefore design instructional material to empower them to reflect and imagine. My teaching philosophy is engineering-based: I seek to engage you via an applied approach to education, focused on the design of artifacts that concretizes ideas and exposes new ambiguities that arise from the need to be precise.

## Schedule

The schedule is subject to change pending student interests and background. The official schedule will be kept on the course webpage, and will be updated periodically to reflect changes as the semester progresses. It is the student's responsibility to check the schedule regularly for changes. The instructor will communicate any changes in deadlines to students in a timely manner via email and/or announcements in class.

Week	Date	Event	Reading
1	Mon, Jan 10	<b>Introduction to the Psychology of Games</b> Course Overview and Logistics, Overview of the Human Cognitive System (Mind and Brain)	Hodent, Ch. 2, 3.3.4–3.3.5
	Wed, Jan 12	<b>Game Design Science Primer</b> Situated Function-Behaviour-Structure, MDA-GFI Framework, Game Interaction Model	Hunicke, Robin, Marc LeBlanc, and Robert Zubek. "MDA: A formal approach to game design and game research." In <i>Proceedings of the AAAI Workshop on Challenges in Game AI</i> , pp. 1722-1727, 2004.  Cardona-Rivera, Rogelio E., José P. Zagal, and Michael S. Debus. "GFI: A Formal Approach to Narrative Design and Game Research." In <i>Proceedings of the 13th International Conference on Interactive Digital Storytelling</i> , 133–48. 2020.  Gero, John S., and Udo Kannengiesser. "The situated function-behaviour-structure framework." <i>Design studies</i> 25, no. 4 (2004): 373-391.
	Thu, Jan 13	<b>Game Design Snack Instructions Released</b>	
2	Mon, Jan 17	<b>Martin Luther King Jr. Day</b> No Class	

# Syllabus v.5

Week	Date	Event	Reading
<b>Module: Perceptual Engineering</b>			
	Wed, Jan 19	<b>The Human Eye</b> Structure, Photoreceptors, Eye Movements	LaValle, Ch. 4.4–4.5, 5.1
3	Mon, Jan 24	<b>Perception I: Depth</b> Oculomotor Cues, Monocular Cues, Binocular Cues	Hodent, Ch. 3, LaValle, Ch. 5.1
	Wed, Jan 26	<b>Perception II: Motion and Color</b> Stroboscopic apparent motion, Color spaces, Reichardt detector	LaValle, Ch. 5.1—5.2
	Thu, Jan 27	<b>Game Design Snack #1 Due: 11:59pm MT</b>	
4	Mon, Jan 31	<b>Perception III: Events</b> Working memory, Event segmentation, The Fluid Events Model	Kurby, Christopher A., and Jeffrey M. Zacks. "Segmentation in the perception and memory of events." <i>Trends in cognitive sciences</i> 12.2 (2008): 72-79.  Radvansky, Gabriel A., et al. "The fluid events model: predicting continuous task action change." <i>Quarterly Journal of Experimental Psychology</i> 68.10 (2015): 2051-2072.
	Wed, Feb 2	<b>Perception IV: Audio</b> Structure of the Human Ear, Audio Cues	LaValle, Ch. 11.1—11.3
5	Mon, Feb 7	<b>Attention</b> Cognitive Load, Gaze Direction, Signaling	Hodent, Ch. 5  Steiner, Karl E., and Lavanya Voruganti. "A comparison of guidance cues in desktop virtual environments." <i>Virtual Reality</i> 7.3-4 (2004): 140-147.  Bailey, Reynold, et al. "Subtle gaze direction." <i>ACM Transactions on Graphics (TOG)</i> 28.4 (2009): 1-14.
	Mon, Feb 7	<b>Exam #1 Questions Released</b>	
	Wed, Feb 9	<b>Exam #1 Review Day</b>	
	Thu, Feb 10	<b>Game Design Snack #2 Due: 11:59pm MT</b>	
6	Mon, Feb 14	<b>Exam #1: Perceptual Engineering</b>	
<b>Module: Cognitive Psychology and Linguistics</b>			
	Wed, Feb 16	<b>Memory</b> Forgetting Curves, Cue-based Retrieval, Procedural v. Semantic	Hodent, Ch. 4
		<b>Language: Overview and Phonology</b> Textual symbols, lines, shapes, haptics, sounds, lights, colors	Cohn, Neil. 2018. Visual Language Theory and the scientific study of comics. In Wildfeuer, Janina, Alexander Dunst, Jochen Laubrock (Ed.). <i>Empirical Comics Research: Digital, Multimodal, and Cognitive Methods</i> . (pp. 305-328) London: Routledge.
7	Mon, Feb 21	<b>President's Day</b> No Class	
	Wed, Feb 23	<b>Language: Syntax</b> Visual Grammar	Cohn, Neil. "Visual narrative structure." <i>Cognitive science</i> 37, no. 3 (2013): 413-452.
	Thu, Feb 24	<b>Game Design Snack #3 Due: 11:59pm MT</b>	
8	Mon, Feb 28	<b>Language Processing: From Syntax to Semantics</b> Analyzing Visual Grammar, Dual-process Theory	Cohn, Neil. 2015. How to analyze visual narrative. Visual Language Lab Resource

## Syllabus v.5

Week	Date	Event	Reading
	Wed, Mar 2	<b>Language and Meaning: Semantics</b> Conceptual Semantics	Jackendoff, R. (2007). Shaking hands and making coffee: The structure of complex actions. In <i>Language, consciousness, culture: Essays on mental structure</i> , chapter 4. MIT Press.
9	Mon, Mar 7	<b>Fall Break</b> No Class	
	Wed, Mar 9	<b>Fall Break</b> No Class	
10	Mon, Mar 14	<b>Language and Implicature: Pragmatics</b> The Cooperative Principle, Gricean Maxims, Flaunting	Cardona-Rivera, R. E. and R. M. Young. "Games as conversation." <i>Workshop on Games and NLP, 10th Artificial Intelligence and Interactive Digital Entertainment Conference</i> , 2014.
	Wed, Mar 16	<b>Theory of Mind I: Desires</b> Extrinsic v. Intrinsic Motivation, Needs v. Drives	Hodent Ch. 6, Ch. 12.2
	Thu, Mar 17	<b>Game Design Snack #4 Due: 11:59pm MT</b>	
11	Mon, Mar 21	<b>Theory of Mind II: Beliefs and Intention</b> Belief Dynamics (Expansion, Contraction, Revision), Goals and Planning, Rationality	Schwitzgebel, Eric, "Belief", <i>The Stanford Encyclopedia of Philosophy</i> (Fall 2019 Edition), Edward N. Zalta (ed.), <a href="https://plato.stanford.edu/archives/fall2019/entries/belief/">https://plato.stanford.edu/archives/fall2019/entries/belief/</a>  Hansson, Sven Ove, "Logic of Belief Revision", <i>The Stanford Encyclopedia of Philosophy</i> (Winter 2017 Edition), Edward N. Zalta (ed.), <a href="https://plato.stanford.edu/archives/win2017/entries/logic-belief-revision/">https://plato.stanford.edu/archives/win2017/entries/logic-belief-revision/</a>  Setiya, Kieran, "Intention", <i>The Stanford Encyclopedia of Philosophy</i> (Fall 2018 Edition), Edward N. Zalta (ed.), <a href="https://plato.stanford.edu/archives/fall2018/entries/intention/">https://plato.stanford.edu/archives/fall2018/entries/intention/</a>
	Mon, Mar 21	<b>Exam #2 Questions Released</b>	
	Wed, Mar 23	<b>Exam #2 Review Day</b>	
12	Mon, Mar 28	<b>Exam #2: Cognitive Psychology</b>	
<b>Module: Ecological Psychology</b>			
	Wed, Mar 30	<b>Learning I: Cognitivist Perspectives</b> Behavioral Psychology (Classical, Operant Conditioning, Reward Schedules), Constructivism (Schemata), Cognitivist Affordances	Hodent Ch. 8, 13.3
13	Mon, Apr 4	<b>Learning II: Perception and Action</b> Sensorimotor Programs, Natural Mappings, Ecological Affordances	LaValle Ch. 10.1, 10.3  Hodent Ch. 13.3  McEwan, Mitchell W., et al. "Natural mapping and intuitive interaction in videogames." <i>Proceedings of the first ACM SIGCHI annual symposium on Computer-human interaction in play</i> . 2014.  Linderoth, Jonas. "Why gamers don't learn more: An ecological approach to games as learning environments." <i>Journal of Gaming &amp; Virtual Worlds</i> 4, no. 1 (2012): 45-62.
	Wed, Apr 6	<b>Emotion</b> Appraisal, Somatic Markers	Hodent Ch. 7, 12.3
	Thu, Apr 7	<b>Game Design Snack #5 Due: 11:59pm MT</b>	

## Syllabus v.5

Week	Date	Event	Reading
14	Mon, Apr 11	<b>Decision Making I: The Psychology of Choice</b> Choice Poetics, The Framing Effect, Heuristics	Hodent Ch. 15.1.2  Wardrip, Peter Mawhorter, Michael Mateas, Noah Wardrip-Fruin, and Arnav Jhala. "Towards a theory of choice poetics." In <i>Proceedings of the 9th International Conference on the Foundations of Digital Games</i> , 2014.  Amos Tversky and Daniel Kahneman. "The framing of decisions and the psychology of choice." <i>Science</i> 221, no. 4481 (1981): 453-458.
	Wed, Apr 13	<b>Decision Making II: Choice Engineering</b> Choice Architectures, Mimesis Effect, Nudges	Richard H. Thaler, Cass R. Sunstein, John P. Balz. "Choice Architecture" (Chapter 25), in Eldar Shafir (ed.) <i>The Behavioral Foundations of Public Policy</i> . Princeton University Press, 2013.  Ignacio X. Domínguez, Rogelio E. Cardona-Rivera, James K. Vance, and David L. Roberts. "The Mimesis Effect: The effect of roles on player choice in interactive narrative role-playing games." In <i>Proceedings of the 2016 CHI Conference on Human Factors in Computing Systems</i> , pp. 3438-3449, 2016
15	Mon, Apr 18	<b>Problem Solving</b> Models, Strategies, Bounded Rationality	Herbert A. Simon. "Theories of Bounded Rationality" (Chapter 8), in C. B. McGuire and Roy Radner (eds.), <i>Decision and Organization</i> . North-Holland Publishing Company, 1972.
	Mon, Apr 18	<b>Exam #3 Questions Released</b>	
	Wed, Apr 20	<b>Exam #3 Review Day</b>	
	Thu, Apr 21	<b>Game Design Snack #6 Due: 11:59pm MT</b>	
16	Mon, Apr 25	<b>Exam #3: Ecological Psychology</b>	
	Wed, Apr 27	<b>Reading Day</b> No Class, Opt-in Final Exam Review Day (TBD)	
	TBD	<b>Final Exam</b>	

## COURSE POLICIES

In the sections that follow, you will find the policies that govern the structure of this course. The policies are specified at three different levels: Class and Classroom Policies, School/College Policies, and University Policies. For some policies, I will make reference to specific sections of the University of Utah's Regulations (<https://regulations.utah.edu/academics/>) that I want to emphasize. You should interpret this as an indication that special attention will be paid to that specific portion of the policy. However, you must abide by the entire policy in question.

## COVID-19 Policies

University leadership has urged all faculty, students, and staff to **model the vaccination, testing, and masking behaviors** we want to see in our campus community. These include:

- Vaccination
- Masking indoors
- If unvaccinated, getting weekly asymptomatic coronavirus testing

**Vaccination.** Get a COVID-19 vaccination if you have not already done so. Vaccination is proving highly effective in preventing severe COVID-19 symptoms, hospitalization and death from coronavirus. Vaccination is the single best way to stop this COVID resurgence in its tracks.

Many in the campus community already have gotten vaccinated:

- More than 80% of U. employees
- Over 70% of U. students

Visit <http://mychart.med.utah.edu/>, <https://alert.utah.edu/covid/vaccine/>, or <http://vaccines.gov/>, to schedule your vaccination.

**Masking.** While masks are no longer required outside of Health Sciences facilities, UTA buses and campus shuttles, ***CDC guidelines now call for everyone to wear face masks indoors.***

Check the CDC website periodically for masking updates:

<https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated-guidance.html>

Treat masks like seasonal clothing (*i.e.* during community surges in COVID transmission, masks are strongly encouraged indoors and in close groups outside).

**Testing.** If you are not yet vaccinated, get weekly asymptomatic coronavirus tests. This is a helpful way to protect yourself and those around you because asymptomatic individuals can unknowingly spread the coronavirus to others. Asymptomatic testing centers are open and convenient:

- Online scheduling
- Saliva test (no nasal swabs)
- Free to all students returning to campus (required for students in University housing)
- Results often within 24 hours

Visit [alert.utah.edu/covid/testing](https://alert.utah.edu/covid/testing)

**Remember, students must self-report if they test positive for COVID-19** via this website:

<https://coronavirus.utah.edu/>

## **Class and Classroom Policies**

**Attendance and Punctuality.** Attendance at class sessions is not required; however, absences that are unexcused according to the University of Utah's Excused Absence Policy (Policy 6-100III-O; <https://regulations.utah.edu/academics/6-100.php>) and that result in late assignments or missed announcements may negatively affect students' grades. Documented medical excuses or other excused absences will not adversely affect grades. Conference travel or other scholarly duties discussed well in advance of a missed session may be excused at the discretion of the instructor.

Given the nature of this course, adjustments cannot be granted to offer additional modalities: we are unable to offer live-streaming or recording of lectures.

Thus, even though regular attendance of lectures is not required, it is ***strongly*** encouraged.

Attendance of the class sessions reserved for examinations is ***required***.

If you decide to attend class, *please* be punctual. Entering the classroom late disrupts everyone engaged in classroom activities.

If you need to seek an ADA accommodation to request an exception to this attendance policy due to a disability, please contact the Center for Disability and Access (CDA). CDA will work with us to determine what, if any, ADA accommodations are reasonable and appropriate.

**Participation Policy.** Active participation in class activities and discussions is expected and ***strongly*** encouraged ***but not explicitly evaluated***. My assessment of your participation is *highly subjective* and thus will never hurt your grade, but it may help your grade: In cases where I feel that you have actually been a better student than your Grade would indicate — as evidenced by your participation in class — I may (at my discretion) choose to give you a better letter grade than you would have otherwise received. Below, you will find my rubric for assessing participation, reproduced from the Eberly Center for Teaching Excellence’s at Carnegie Mellon University ([www.cmu.edu/teaching/assessment](http://www.cmu.edu/teaching/assessment)):

	<b>Exemplary</b>	<b>Proficient</b>	<b>Developing</b>	<b>Unacceptable</b>
<b>Frequency of Participation in Class</b>	Student initiates contributions more than once in each recitation.	Student initiates contribution once in each recitation.	Student initiates contribution at least in half of the recitations.	Student does not initiate contribution & needs instructor to solicit input.
<b>Quality of Comments</b>	Comments always insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.	Comments mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion & personal taste; for example: - “I love it” - “I hate it” - “It’s bad”
<b>Listening Skills</b>	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others’ remarks. In other words: student hears what others say & contributes to the dialogue.	Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect & build on others’ remarks. Occasionally needs encouragement or reminder from instructors of focus of comment.	Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking.	Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; sleeps.

**Food and Drink Policy.** You are welcome to bring food and drink into the class insofar it is not disruptive to the rest of the class. It is my responsibility to maintain a climate conducive to thinking and learning. You are required to clean up after yourself.



**Electronic Devices in Class Policy.** By default, ***laptop use is prohibited.*** As indicated in a recent article by Scientific American, students are better off without a laptop in the classroom:

- Nonacademic Internet use was common among students who brought laptops to class and was inversely related to class performance. [Ravizza, Susan M., Mitchell G. Uitvlugt, and Kimberly M. Fenn. "Logged in and zoned out: How laptop internet use relates to classroom learning." *Psychological science* 28.2 (2017): 171-180.]
- Facebook and internet use increased when people were bored with an ongoing task. [Mark, Gloria, et al. "Bored Mondays and focused afternoons: the rhythm of attention and online activity in the workplace." *Proceedings of the SIGCHI Conference on Human Factors in Computing Systems*. ACM, 2014.]
- Students reported that they texted in class as a result of boredom. [Clayson, Dennis E., and Debra A. Haley. "An introduction to multitasking and texting: Prevalence and impact on grades and GPA in marketing classes." *Journal of Marketing Education* 35.1 (2013): 26-40.]
- People perceive fun tasks as taking less time than dull tasks (and so it is possible that time spent enjoying social media or video sites is misperceived as short). [O'Brien, Edward H., Phyllis A. Anastasio, and Brad J. Bushman. "Time crawls when you're not having fun: Feeling entitled makes dull tasks drag on." *Personality and Social Psychology Bulletin* 37.10 (2011): 1287-1296.]
- Social networking sites can be addictive for some people. [Ryan T, Chester A, Reece J, Xenos S. The uses and abuses of Facebook: A review of Facebook addiction. *J Behav Addict.* 2014;3(3):133-48.]
- Multitasking laptop users also distract their classmates, as peers with a direct view of those laptops suffer academically. [Sana, Faria, Tina Weston, and Nicholas J. Cepeda. "Laptop multitasking hinders classroom learning for both users and nearby peers." *Computers & Education* 62 (2013): 24-31.]
- Taking notes by hand is more effective than doing so with a laptop. [Mueller, Pam A., and Daniel M. Oppenheimer. "The pen is mightier than the keyboard: Advantages of longhand over laptop note taking." *Psychological science* 25.6 (2014): 1159-1168.]

Any and all other electronic devices are required to be off or silenced and stored away during the duration of the class session. There are only three exceptions to the default rule:

1. I've explicitly given permission to use laptops for some task. If I haven't but you think some task is laptop-suitable, ask. I may want you to think about it instead of blindly typing it in. When the task ends, you have to close your laptop (the screen must no longer be visible and you must cease typing).
2. You have some documentable reason that requires laptop use. If so, please discuss it with me beforehand. Also, in light of the rest of this document, I would appreciate your positioning yourself in class in a way that your laptop's screen will not distract others. Note that this does not mean you have to relegate yourself to the back; perhaps that isn't where you would like to sit! But closer to the ends of rows would help. Thanks.
3. Emergencies.

**Plagiarism Software Policy.** I may elect to use a plagiarism detection service in this course, in which case you will be required to submit any/all work to such a service as part of your assignment. In the event that such a software detects plagiarism, all affected students will be

required to submit to further evaluation at the discretion of the instructor. Students found in violation of the University's Student Code will be subject to consequences to the fullest extent of University Regulation.

**Online Submissions Policy.** You are responsible for submitting all assignments with the required naming convention, correct file extension, and using the software type and version required for the assignment.

**Electronic or Equipment Failure Policy.** It is your responsibility to maintain your computer and related equipment in order to participate in the course. Equipment failures will not be an acceptable excuse for late or absent assignments. Outages due to University of Utah equipment failures that prohibit you from submitting an assignment will be handled on a case-by-case basis in order to ensure that you are given an adequate amount of time to submit the assignment. Such outages will be considered only if officially reported through the University of Utah's Internet Technologies website, <https://it.utah.edu/help/> (at the *System Status* link, under the *Status/History* tabs).

**Late / Missed Assignments and Exams Policy.** Assignments and exams should be completed by the dates indicated on the syllabus. Unfortunately, due to the schedule of the course and our commitment to grade assignments and exams in a timely manner, ***no unexcused late submissions will be accepted.*** Further, ***missing an exam without a university-approved excuse will result in a grade of 0 for that exam.***

Work missed with an excused absence must be taken during the week that the student returns to class. Exams missed with an excuse absence must be rescheduled within 1 week of missing the respective exam, otherwise a grade of 0 will be entered.

**Accommodation Policy.** Students are expected to take courses that will challenge them intellectually and personally. Students must understand and be able to articulate the ideas and theories that are important to the discourse within and among academic disciplines. Personal disagreement with these ideas and theories or their implications is not sufficient grounds for requesting an accommodation. Accommodations requested on such grounds will not be granted. The University recognizes that students' sincerely-held core beliefs may make it difficult for students to fulfill some requirements of some courses or majors. The University assumes no obligation to ensure that all students are able to complete any major. It is the student's obligation to determine, before the last day to drop courses without penalty, when course requirements conflict with the student's sincerely-held core beliefs. If there is such a conflict, the student should consider dropping the class. A student who finds this solution impracticable may request a content accommodation from the instructor. Though the University provides, through this policy, a process by which a student may make such a request, the policy does not oblige the instructor to grant the request, except in those cases when a denial would be arbitrary and capricious or illegal. This request must be made to the instructor in writing, and the student must deliver a copy of the request to the office of the department Chair or, in the case of a single-department college, to the office of the Dean. The student's request must articulate the burden the requirement would place on the student's beliefs.

The University of Utah's Accommodations Policy can be found here: Policy 6-100III-Q; <https://regulations.utah.edu/academics/6-100.php>. Students are responsible for being aware of the information contained therein.

**Student Names & Personal Pronouns Statement.** Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a

preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected. If you need assistance getting your preferred name on your UIDcard, please visit the LGBT Resource Center Room 409 in the Olpin Union Building, or email [bpeacock@sa.utah.edu](mailto:bpeacock@sa.utah.edu) to schedule a time to drop by. The LGBT Resource Center hours are M-F 8am-5pm, and 8am-6pm on Tuesdays.

**Faculty and Student Responsibilities.** Students as well as faculty are entitled to academic freedom and autonomy in their intellectual pursuits and development. Teachers must therefore treat students with courtesy and respect. They must not require students to accept their personal beliefs or opinions and must strive in the classroom to maintain a climate conducive to thinking and learning. They must not misuse their position, authority, or relationship with students. Likewise, it is the faculty's responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

## SCHOOL AND COLLEGE POLICIES

**College of Engineering Semester Guidelines.** The College of Engineering Semester Guidelines contain important dates regarding adding, dropping and withdrawing from classes as well as the College Policy regarding repeating courses. To consult the guidelines, go to: <https://www.coe.utah.edu/semester-guidelines>. Students are responsible for being aware of the information contained therein.

## UNIVERSITY POLICIES

**The Americans with Disabilities Act.** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 801-581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course.

**Addressing Sexual Misconduct.** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

**Code of Conduct.** Students are required to abide by the Code of Student Rights and Responsibilities (the “Student Code”) for the University of Utah. The Student Code for the University of Utah can be found at: <http://regulations.utah.edu/academics/6-400.php>. Students are responsible for being aware of the information contained therein.

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code (Policy 6-400), spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc.

Plagiarism means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression (Policy 6-400, Student Code).

## UNIVERSITY RESOURCES

**Important Safety Information.** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](http://safeu.utah.edu).

**ASUU Tutoring Center.** The ASUU Tutoring Center provides individual tutoring (\$7 per hour) and group tutoring sessions (\$4 per hour) for currently enrolled University of Utah students. Students can receive assistance for a wide range of subjects at a reasonable rate, thanks to the Associated Students of the University of Utah who help defray the cost of tutoring. Tutoring is very flexible. Depending on the availability of the tutor you select, appointments may be set for any time including evenings and weekends, and always at a location that is convenient for the tutor and student. For additional information call 801-581-5153 or visit the ASUU Tutoring Center in Rm. 330 SSB. <http://tutoringcenter.utah.edu>.

**Center for Wellness & University Counseling Center.** Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - [www.wellness.utah.edu](http://www.wellness.utah.edu); 801-581-7776; and the University Counseling Center: <http://counselingcenter.utah.edu>, 801-581-6826.

**LGBT Resource Center.** The University of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Oplin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu/>. Please also let me know if there is any additional support you need in this class.

**Office of Equity and Diversity.** The University of Utah is deeply committed to enhancing the success of diverse faculty, students, and staff, as part of our broader goal to enrich the educational experiences and success of all members of our University community. We recognize that a diverse and inclusive University enriches the educational experiences of all students, and enhances our excellence as a world-class institution for 21st Century learners. The Office for Equity and Diversity is proud to lead the University's efforts to support the success and achievement of faculty, students, and staff who self-identify as African American,

Latina/o or Chicana/o, Asian American, Pacific Islander, American Indian, members of the Lesbian, Gay, Bisexual, Transgender and Questioning community, and women in underrepresented fields. <http://diversity.utah.edu>, 801-581-7569.

**Undocumented Student Support.** Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801.213.3697 or visit [dream.utah.edu](http://dream.utah.edu)

**Women's Resource Center.** The Women's Resource Center (WRC) at the University of Utah serves as the central resource for educational and support services for women. Honoring the complexities of women's identities, the WRC facilitates choices and changes through programs, counseling, and training grounded in a commitment to advance social justice and equality. <http://womenscenter.utah.edu>

**The Writing Center.** If writing is difficult for you, if you're new to college and don't yet feel quite able to meet college writing expectations, or if you simply would like to improve your writing, I encourage you to visit the Writing Center: [www.writingcenter.utah.edu](http://www.writingcenter.utah.edu). 801-587-9122.

**Veterans Center.** If you are a student veteran, I want you to know that the U of Utah has a Veterans Support Center on campus. They are located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please also let me know if you need any additional support in this class for any reason.

## **NON-CONTRACT NOTE**

This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced in class and posted on Canvas under Announcements.

## **ACKNOWLEDGEMENTS**

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