

SEMESTER HOURS

3 semester hours

INSTRUCTOR INFORMATION

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OFFICE HOURS

Wednesday 2:00pm – 5:00pm

If you are not available at these times, please email me to schedule an appointment.

COURSE DESCRIPTION

Topics include the characteristics and terminology of games and simulations; development life cycles; design principles; evaluation; virtual worlds; and an emphasis on connecting principles of learning and teaching to the design of games and simulations. Students practice these concepts in several assignments relating to educational contexts.

INSTRUCTIONAL METHOD

This course will employ an online delivery method including both synchronous and asynchronous components. Synchronous instruction includes lectures and discussion to cover the topics and techniques of games and simulations, and software demonstrations. The asynchronous components include: assigned readings, assignment submissions, and discussions. All synchronous sessions will be scheduled on **Mondays from 6:00pm – 8:00pm**.

REQUIRED SOFTWARE/HARDWARE

You will need access to a modern personal computer and a reliable Internet connection. Additionally, we will be using a variety of software packages this semester, including MS Word 2007(10), MS Power Point 2007(10), Blender, Unity, SeondLife, Adobe Reader, a Windows Operating System (Vista or W7 or XP), and a browser (Firefox, Internet Explorer, Opera, Chrome, etc.).

TEXTBOOK INFORMATION

The textbook for this course is:

Prensky, M. (2006). “Don’t bother me mom – I’m learning”. Paragon House, St. Paul, MN.

GRADING SCALE

The grading scale is based on the items listed in the course deliverables section of the syllabus.

Week	Online Discussions	Assignments	Total
Week 1	10	15	25
Week 2	10	20	30
Week 3	10	15	25
Week 4	10	15	25
Week 5	10	20	30
Week 6	10	20	30
Week 7	10	15	25
Week 8	10	20	30
Total	80	140	220

Grade	Lower	Upper
A	198	- 220
B	176	- 197
C	154	- 175
D	132	- 153
E	0	- 131

Note: A grade of an 'I' will not be awarded unless there are extenuating circumstances.

COURSE DELIVERABLES

There are two forms of deliverables in this course: assignments, and online discussions. Each of the deliverables in this course may have hard deadlines that are posted in advance in Canvas.

Online Discussions

The online discussions are designed to connect the content, educational games and simulations, to the world in which we live in. The online discussions will allow you to discuss the relationship of educational games and simulations to other areas. Each discussion will be evaluated on you collecting sources, grammar, posting one original thread with about 300+ words, and posting two meaningful responses to your peers' posts. Each discussion is worth 10-points within the course.

Assignments

There are eight assignments scheduled for this semester. Each assignment has a hard deadline that should be adhered to in Moodle. The assignments include:

- Assignment 1: Review a Game (15-points)
- Assignment 2: Game Lesson Plan (15-points)
- Assignment 3: Game Pitch Document (20-points)
- Assignment 4: Virtual Round Table (15-points)

- Assignment 5: Basic 3D Modeling (20-points)
- Assignment 6: Torque Game Engine Basics (20-points)
- Assignment 7: Virtual Field Trip in Second Life (15-points)
- Assignment 8: Book Review (20-points)

COURSE POLICIES

Students are expected to attend all of their scheduled classes and to satisfy all course objectives as outlined by the instructor. In an online course, this means logging into Moodle regularly and checking your UF email account daily for course updates. In order to receive full credit for work, students must turn in required deliverables in the on the specified due date. No late work will be accepted in this course – no exceptions.

SPECIAL NEEDS

If you have a disability, as defined by the Americans with Disabilities Act (ADA), which requires a classroom accommodation or auxiliary aid(s), please inform the instructor of your needs during the first week of class so that the appropriate action is taken.

ACADEMIC INTEGRITY

Examinations, assignments, and projects are designed by the instructor to provide a complete learning experience for each student. Each student is therefore expected to complete his/her own work. The instructor recognizes that students learn from each other and particularly recognize the value of students comparing notes with each other. However, the amount of such collaboration permitted varies widely from course to course, and is influenced not only by instructor prerogative, but by the level and nature of the material under discussion. In no case should one submit work not one's own and in no case should one represent another's work as one's own. Plagiarism is just one of several areas of academic misconduct. It is not just the plagiarizer who is at risk. It is equally unacceptable for one to knowingly supply another student with access to one's current work or work from a previous term. This is called complicity in academic dishonesty, which is another area of academic misconduct. Any attempt to misrepresent one's performance on any exercise submitted for evaluation is academic misconduct.