Syllabus: GAME-596 / COMM-587

- **Term**: Spring 2024, Tuesdays 5:30pm-8:00pm Online/DMTI 117 (Game Center on East Campus)
- **Instructor**: Dr. Benjamin Stokes, bstokes@american.edu

(From left to right: *Macon Money* in GA, *Mural Mural on the Wall* in DC, *Buoyant Oracle* in VA, and *Re:Activism* in NYC)

Playful Cities
Design for Interactive Storytelling & Community Engagement

DESCRIPTION: Students in this class will create interactive stories and local games, with no prior knowledge of programming required. This course will emphasize games as *community strategy*, especially by learning from activities we design.

- **Prototyping** will use simple tools to create and **playtest** real prototypes, from branching audio hotlines to GPS scavenger hunts, narratives that are triggered by the weather, and secret messages tied to our Metro cards.
- **Class discussion** will consider implications for tourism, community organizing, and local engagement.

PREMISE: Play on urban streets can shape our sense of place, bring history and local news to life, and connect neighbors. From PR to activism, the battle for neighborhood engagement will increasingly use interactive media. Some of the most innovative strategies are emerging with game-based activities and place-based storytelling.

- This course will tap **communication strategies** for behavioral change, collective storytelling and building group identity.
- We will probe how **playful tactics are powerful** for change, including for crossing generations and reclaiming public space.

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Learning Outcomes

Upon successful completion of this course, students should be able to:

1) **Develop <u>original games</u> and playful activity for city streets and place-based communities** [65%]

   a) **Use specialized tools** and development environments for making local games
   b) **Design creative solutions** for the needs of local communities and neighborhoods
   c) **Collaborate in small teams** to: brainstorm ideas, select one, prototype, coordinate tasks, iterate, prioritize, document, and present
   d) *Extension:* **Introduce newcomers to game design and game studies** with minimum fuss (practical, not philosophical)

2) **Master the <u>big ideas</u> for designing for playful cities (and basic vocabulary)** [25%]

   a) **Current trends and terms**: Be able to identify some of the latest trends in playful cities
   b) **History**: Be familiar with the basic landscape of playful cities (including: pervasive games, urban play)
   c) **Solve problems** in playful cities, specifically by being able to match or pair:
      i) some of the *needs* of local communities with…
      ii) the *strengths* of games/activities (i.e., what games do better than other interventions)
   d) **Critique designs** to increase impact, specifically by identifying 2-3 concepts or *theories to maximize impact* or evaluate impact for playful cities
   e) **Critique** others' designs constructively

3) **Articulate your <u>own design practice</u> and goals** [10%]

   a) **Identify your stakes** in this domain (playful cities), and the strengths you hope to bring
   b) **Reflect on your process,** identify personal goals, and reflect on your progress in meeting them
   c) **Document** one of your games for your portfolio

Prerequisites and tech ability

This course is deliberately open to multiple technology backgrounds. I suspect at least half of the students will have NO programming experience.

- For those interested in gaining tech skill, there should be plenty of opportunity to work with Raspberry Pi microcomputers, python, Javascript, and to learn some server-side architecture, APIs (including for working with AI, urban data streams, and more.

Course Policies

- *Estimated homework hours.* Between designing, reading and playing games expect at least 3-6 hours a week. Depending on your abilities and the nature of the game your team chooses to create, this class may take more time.

- *AI writing (e.g., ChatGPT) disclosure:* You may use AI writing tools to assist you in the writing process, but all generated text needs to be explicitly labeled. In handing in your assignments, you agree to disclose the extent to which you used ChatGPT or other AI writing tools. All text written by AI must be quoted with the source of the model in parenthesis/footnotes. **At the end of your paper please include the following statement**: "*This paper used/did not use AI for the following components of the writing process: brainstorming, editing, sentence generation*" (indicate which/none).

- *Notification of major changes.* The original syllabus establishes our basic trajectory, but some adjustments to the readings are likely, such as to complement speakers. The core assignments are not likely to change in date or scope. In general, it is best not to work much ahead. Notice via Canvas announcements is guaranteed for any substantial changes.

- *Lateness:* Chronic lateness will count against your participation grade.

- *Absences:* If you are absent from class, you are responsible for completing all assignments. If you know in advance you will miss class, please let me know as a courtesy and so we can plan. If there is a reason you need to miss more than two classes over the term, we should meet to come up with a plan to ensure you can pass the course.

- *Late assignments* will be deducted one letter grade for every day after the due date, including weekends. The only exceptions will be if you have made alternative arrangements with me or if you have an emergency requiring accommodations.

- *Bathroom:* Feel free to use the bathroom whenever you need to; just leave and re-enter the class session as quietly as possible.

- *Gender identity and pronoun use.* Please let me know of your gender pronoun(s) and how best to address you in class and via email. I use male pronouns and you may address me as "Ben" or "Professor Stokes" in email and verbally.

Grading scale
Scores for Letter Grades: 93 and above A; 90-92 A-; 87-89 B+; 83-86 B; 80-82 B-; 77-79 C+; 73-76 C; 70-72 C-; 67-69 D+; 64-66 D; Below 64 F

Major projects and grade allocation

1. Participation and discussion – 30% of course grade

There are three parts of the participation grade. They are weighted equally in terms of grade:

- **(a) Weekly reflection posts (approximately 10)**, usually from readings or games. This is easy if you prepare in advance. Simply post a minimum of a sentence to our discussion board each week before class on one or more readings. Be concrete. Your post each week should include a specific quote from one of the assigned readings (ideally with page number or where to find it, and for what reading).

  Possible points to address:

  - Was there anything in this reading you hope to return to and use again? What/why?
  - Did the reading make you curious about anything that you want to hear more about from your classmates? If so, what question would you ask your classmates?
  - Any notes (e.g., diagrams) from the reading you'd like to make sure we discuss? Paste them here. Or anything you want to be able to quickly find years later?

- **(b) Class and project** participation is evaluated by a student's in-class communication, teamwork and attendance. Students will accrue a weekly score of **high** participation (asks thoughtful questions, attempts to answer other student questions, offers new references), **average** participation (responds when asked, occasional seeks new knowledge in class) or **no** participation. These scores will be averaged to calculate a final participation score.

- **(c) Design journal**. Bring yours to every class, ideally including the first one. Avoid lined pages, and try to use multiple colors. A perfect score simply requires showing one or more entry for every week of class, with work that looks like it took you more than 10 minutes per week. Every entry should be clearly dated. Hints for topics:
  - *Can I diagram a piece of the game here?*
  - *What is my design goal this week, what makes it hard, and how am I making progress?*
  - *What are my fears or hopes about this phase of the design?*
  - *Is this design changing or challenging my understanding of central concepts to this course, such as 'game' or 'community'?*
  - *Did I get better at something this week? What do I want to improve next week?*

2. Design slides and Design presentations – 55% of course grade

> "At least 50% of design is communication – to your fellow developers, your publishing funder, your Kickstarter backers, your players during the game itself – and we all need better practice in visually communicating complex ideas and systems."
>
> - *Eric Zimmerman, game designer and scholar,* https://ericzimmerman.wordpress.com/2014/08/26/how-i-teach-game-design-lesson-3-games-and-rules/

All design projects will involve creating a summary slide (worth 5 points). Some will also involve giving a presentation of that slide and possibly a working demonstration of the project (worth an additional 5 points).

- Your slide(s) must include an articulation of:
    - A **name** for your design, and your own name and submission date
    - Your design **goal** and/or an indicator of success
    - The **narrative** approach, any protagonists, etc.
    - The game **mechanics**/principles/quests – like the challenge, and how players can improve
    - **Onboarding**: Your one-sentence pitch to the target audience that will get them playing
    - A **demonstration** of play - live or video of play happening (if applicable)

- Team members should contribute roughly equally to the presentation; if you do slides as a group, it is recommended to include a "credits" slide listing what each person did

- Rubric for grading:
    - 33% compelling **storytelling** (in person and visual -- giving a sense of what the project is about, what makes it interesting, and how it is described)
    - 33% use of the **platform** (especially any distinctive affordances); when applicable this also includes, a **demonstration of play** (live or video of play happening)
    - 33% impact **logic** (especially in claims of what the game will do for the community)

3. Midterm and final exams – 15% of course grade
The midterm and final have equal weight. The topic will be detailed in the week before the exam is due.
- **Essay length:** 2-3 pages (B grade range) or 3-5 pages (A range); exceptions that do not count for the page limit include: diagrams, references, and appendices.
- **Format:** Double-spaced, 1" margins, font Times New Roman 12 point
- **Rubric for grading**:
    - format (clarity, grammar, references, font styles): 20% of grade
    - storytelling/writing (engaging, smooth, compelling): 40%
    - logic (argument and strategy): 40%

Midterm revision: The midterm will typically involve a revision of the essay that can increase the grade by half a grade (for example, a B can become a B+); the revision is typically due 10 days after the comments are received. Failure to revise the essay will typically result in a decrease of a letter grade (for example, a B+ would become a C+).

Detailed plan and schedule

Wk1 (Jan.16): Texting with an Object (Cloud Telephony)

Prep for Class	In class

• Bring a paper journal; if you can't bring a laptop let me know	• **Introductions**: name, specialty, why this class? An invitation: to play for urban empowerment.
	    o Intake survey: familiarity with tech, key term definition ability, Q: how do cities use AR without screens?
	    o Classroom approach: imagination as scarcity in an AI age; classroom model of <u>open studio</u>, with some echoes of architectural studios. Watch John Seely Brown's <u>video on tinkering</u> for peer learning
	Hive Mechanic & Buoyant Oracle:
	• Guest: Hazel Arroyo on the design of *Buoyant Oracle*. See her <u>homepage</u> and <u>profile</u> on LinkedIn. Plan: career path (5); project origin (5); try it out (5); as catalyst – grants, AI, more (5-10); Q&A (10). See also: *<u>Buoyant Oracle</u>*, created with Hive for a 50-ft sculpture in Reston, VA
	• Preview the Training for Hive Mechanic (see homework for Design 1 for link)
	• Lecture: Imagination Stretches – protagonist (purple slides/part 1)

Wk2 (Jan.23): Protagonists Beyond Our Walls; Real-World Games

Prepare before class:	In class:

(1) Post your Reflection #1 (2 hours/Monday) based on:
• Mary **Flanagan**. (2007). **Locating Play and Politics: Real-world Games**. In *Proceedings of the Digital Arts and Culture Conference*. Perth, Australia.
• Be familiar with these **two blogs** (15 mins): <u>Press Release on EBOW</u>, 2021 from American University; latest project blog, "<u>59 cities and towns</u>" (Jan. 5, 2024)
 	
(2) Slide for Design #1 (2-3 hours/Tuesday): Hive Mechanic 1: "Hometown Protagonist: Text with an object - narrative" (individual). If stuck, we'll fix in office hours.
• Async1: Basic editing in Hive Mechanic
• Bring your personal *design journal* to class to informally show others
	• Lecture: "pick a quest" (blue slides from "imagination stretches")
	• Tour library's makerspace+asset inventory, meet <u>Donna Femenella</u>
	• **Brainstorm** *(around ideas: founders, myths, charismatic guides, ghosts, sculptures, old buildings). More:*
	    o Print Media and QR codes
	    o Case study on "<u>Yellow Arrow</u>", including their video (on BrianHouse.net)
	    o Case study on "<u>Hello Lamp Post</u>" with SMS and urban objects (2013)
	• Lecture: <u>3 step process</u> *(pick a print format; get in character; draft opening lines and give a choice)*
	• >>**Readings** discussion<<
	• Lecture: preview of Async2: Functional Prototyping/advanced editing; card dictionary

Wk3 (Jan.30): Game-based Activities and "Locally Played"

Design #2: Hive Mechanic 2: "Beyond Library Walls" (individual). Turn in **script and visuals and print out flier/postcard/handout with QR code**. • Async training 2: Functional Prototyping/intermediate editing *Post your **Reflection #2** based on these readings:* • 10 pages on how games that **make neighborhoods and communities stronger** (*"Locally Played"*, Stokes, 2020, MIT Press), specifically pages 1-10 of Chapter 1. • *Optional:* Your reflection should also include one **definition** of "game" that you find provocative or useful for cities and AR in particular. As a guide, skim this article: Stenros, J. (2017). **The Game Definition Game**: A Review. *Games and Culture, 12*(6), 499–520. • *Optional*: "A Texting Tour of **Punk's Old Places**" by Rachel Beckman (WaPo, 11/16/06)	• Lecture: Game-based • Preview: audio features in Hive Mechanic

Wk4 (Feb.6): Audio and Situated Documentaries (with Dramatic Elements)

Design #3a: "Audio overlays and situated documentary" (same teams – add audio layer and paper-based interface or photo print accompaniments) *Post **Reflection #3** based on:* • [10 minutes] Watch this **Cardiff video**: https://www.youtube.com/watch?v=sOkQE7m31Pw ○ Additional: Cardiff news clips and design descriptions • [1 hour] "**Pervasive Game Design Strategies**" by Jaako Stenros, Markus Montola, and Annika Waern in the book "Pervasive Games" (Ch.7., p. 137-157, 2009). Hint: the "Games Telling Stories" -- section on p.149 should be particularly useful as you refine your designs • [20 minutes] *Find one narrative tip you want to borrow from video game design to apply with pervasive games:* Tracy Fullerton on "**Working with Dramatic Elements**" *(Ch. 4 in her textbook "Game Design Workshop: A Playcentric Approach to Creating Innovative Games", 3rd ed., p.97-126)* • *Optional:* Read about the advanced audio production classes offered at AU as a way to go deeper	• Lecture: Diagramming your dialog

Wk5 (Feb.13): AI, Mobile Annotation, and Civic Data APIs

Design #3b: Finalize your audio design – include a menu and at least one MP3 sound effect/music/voice *Post **Reflection #4** based on:* • "**Mobile Annotations**" (pages 41-56, Ch.2, 2011) in Gordon and de Souza e Silva's Net Locality; hint: this is only about the first half of the PDF • Wyatt, D., & Leorke, D. (2024). **Playing in the "Third Place": How Games and Play Are Transforming Public Libraries**. *Space and Culture*. https://doi.org/10.1177/12063312231223118 • Skim for news about the AU library (e.g., award for fostering diversity)	• **Guests from the Rorschach Theatre** on "Chemical Exile: A Psychogeographies Project" *(Jenny McConnell Frederick, Prof. Kyle Brannon, John Ralls)* • Real libraries – form groups • Lecture: scripts (from Narrative week slides)

Wk6 (Feb.20): Placemaking and Social Expansion

Design #4: Real library project A – alpha test (groups) Post *Reflection #5* based on: 1. [1 hour] "**Designing Social Expansion**," a chapter in the 2009 book *Pervasive Games* (p. 117; 12 pages long), by Markus Montola, Jaakko Stenros, and Annika Waern 2. [15 mins] on Placemaking "What makes a **successful place**?" from PPS, the Project for Public Spaces. Make sure to read the colorful circle diagram closely. 3. [10 mins] "101 small ways you can improve your city," by Patrick **Sisson** and Alissa **Walker** (Curbed, 2016/2018); do any evoke a spirit the library could bring to campus? 4. [15 minutes] SKIM: Case study of our crowd building game for placemaking called "Sankofa Says." Described in "**Placemaking across Platforms**: Playing to Circulate Stories in the Smart City." (Stokes, B., Baumann, K., & Bar, F., 2017). In *Proceedings of 9th International Conference on Intelligent Technologies for Interactive Entertainment*. Funchal, Portugal. 5. OPTIONAL: For playful inspiration, consider borrowing from one of the many games described in **DeKoven**'s "**A Playful Path**" (2014, ETC Press) – look especially at "Seven ways to make almost anything more fun" (p.238) and "the list" on page 239. 6. OPTIONAL: Harwood, A., Innocent, T., Leorke, D., & Wyatt, D. (2024). The Playable Campus: Game Design & Creative Placemaking for the "New Campus Urbanism." *Proceedings of DiGRA Australia 2024*.	• Theatrical prototyping methods • Midpoint survey • Training in playtesting (and do peer tests) • Case study: *Zombies Run* as social expansion

Wk7 (Feb.27): Playtesting and Gamification

Design #5: Library playtest (week 2) – showcase Post *Reflection #6* based on: • **Playtesting** (Chapter 9). (2014). In T. Fullerton, C. Swain, & S. Hoffman, *Game Design Workshop: Designing, prototyping, and playtesting games* (3rd ed.). Focal Pr. • **Teasing apart 'gamification' from 'gameful', etc.** ○ On gamification -- read this confusing Wikipedia entry and find one thing you disagree with… how does this relate to our "game-based" principles in class? (Everyone should have an answer ready.) • OPTIONAL as a counterpoint to placemaking: "**Counter-tourism tactics**" – videos of the Crabman (e.g., see the "Trails of the Unexpected" with video at bottom) via Triarchy Press • OPTIONAL: On the "**dérive**," a special kind of playful walk, first from Wikipedia and then contrast with psychogeography from Paris and Boston in **Denis Wood**'s piece "Lynch/Debord: About **Two Psychogeographies**" (*Cartographica*, 2010, volume 45, issue 3)	• <mark>Library presentation</mark>: Stakeholder playtest. Meet in *Bender Library Classroom 306.* • Guest lecture: Alethea on "Community Building and Pokémon GO" • Midterm handed out/explained

Wk8 (Mar.5): Rituals with RFID and DIY Tools

Design slide #6: DIY Tool Investigation **(2) Exam**: study and write (personal but with quotes from 4 readings). Compile your design journal as part of your submission.	In class: • Midterm turned in before class • Demo your DIY Tool proof of concepts. See also: Batsaras, C., & Xinogalos, S. (2023). A Comparative Analysis of Low or No-Code Authoring Tools for Location-Based Games. *Multimodal Technologies and Interaction*, 7, 86. • Discussion: Careers in urban play, local immersive, etc. See also these public play companies, and consider their business model and target audience: Wise Guys in Los Angeles and Handstand in San Francisco • **Group exploration**: RFID taps and ritual (pick a topic) • **Theatrical Prototyping Activity**

Wk9 (Mar.12) – [Spring Break -- No Class]
No assignments or meetings.

Wk10 (Mar.19): Interactive Artifacts and Seamful Design

Design #7: Ritual with RFID **Design journals** are due for weeks 1-7. Post *Reflection #7* based on: • [30 minutes] *Conceptual read:* "**Information Technology in Pervasive Games**" by Annika **Waern** – *especially the sections on "seamful design," "technological performances," and "designing interactive artifacts"* from the "Pervasive Games" book (2009, p. 163 / chapter eight) *Q2: What most surprises you about RFID, or do you find most provocative?* • [10 minutes] "**Memory Box**" (Studio Meineck, 2011-2019+) • [5 minutes] Skim the incredible range of RFID tag forms (scroll down) at GAO RFID • [5 minutes] Promo video on the NFC Ring (2015 Kickstarter, which led to this product) • [11 minutes] Watch this video on alternative controllers at Alt.Ctrl GDC from Make Magazine (2018); optional: for more, see the IGF altctrlGDC 2019 Reel. ○ Watch the video on Ruff Day (1 minute long as part of an article in Brooklyn Paper, 7/15/2015, by Max Jaeger) • [2 minutes] Skim the **patent** for "object recognition toys and games" (2003, US 20040229696 A1) • Optional: James Carey's essay "Communication as Culture" (1985)	• Tour makerspace DaBL • Continued: DIY/No-Code Tool Presentations • Debriefing the midterms • Introduction to Urban Furniture • Cardboard prototyping with buttons and the Makey Makey (see 101 for Makey Makey)

Wk11 (Mar.26): Embedded Screens, Museum RFID

Design #8: Makey Makey and a "Ritual for the Game Center" to create a sense of place with RFID or a button (individual) *Post* **Reflection #8** *based on:* • [60 minutes] "The Role of Digital **Screens in Urban Life**: New Opportunities for Placemaking" by Martin Tomitsch, McArthur, Haeusler & Foth (2015) • [15 minutes] Find a design you might like to *mimic or borrow from* in "**RFID in museums and galleries**" in (May 19, 2014, REACT Hub, UK)	• Form groups around 2-3 of the individual ideas, or do an overlapping carnival of design

Wk12 (Apr.2): Playable Smart Cities (and Crossing Platforms)

Midterm revision due this week or next *[1-2 hours is enough]* **Design #9**: "Ritual for the Game Center" (part 2, group) *[3 hours]* • Demo and playtest your Room Ritual (RFID/button). Be ready to give a 10-minute demonstration of the mechanics, experience and content to another team. *Post* **Reflection #9** *based on:* *[1 hour]* • Anton Nijholt. (2020). Playful Introduction on "Making Smart Cities More Playable." In *Making Smart Cities More Playable* (pp. 1–22). Springer Singapore. https://doi.org/10.1007/978-981-13-9765-3_1 • Watch the original **video** on "**Playable City**" from Watershed (2 minutes, 2017), and their more recent 2023 projects (web). Does their vision align with your definition of game? • OPTIONAL: Lefrak, M. (2018, November 9). Historic Call Boxes In Downtown D.C. Will Be Transformed Into Art Celebrating Women. *WAMU*.	• Meet client2 (David Quick of DCPL) – and MLK's spaces you could build for • Try out urban furniture models • Try out Raspberry Pi

Wk13 (Apr.9): Urban Furniture and Public Things

Midterm revision due **Design #10**: Multi-system 1a: Extend a current project / Crossing platforms *Post* **Reflection #10** *based on (pick one for depth):* 1. Stokes, B., Bar, F., Baumann, K., Caldwell, B., & Schrock, A. (2021). Urban furniture in digital placemaking: Adapting a storytelling payphone across Los Angeles. *Convergence,* 27(3), 711–726. 2. Read 10 pages of my book chapter on the game *Commons* in "Contrasting Case: City Data and Mapping" (pp. 146-157 from Chapter 6, "Locally Played", 2020 from MIT Press). 3. DiSalvo, C., Lukens, J., Lodato, T., Jenkins, T., & Kim, T. (2014). Making public things: How HCI design can express matters of concern. *Proceedings of the SIGCHI Conference on Human Factors in Computing Systems*, 2397–2406.	Guest: Ben Caldwell, KAOS Networks & with a new book on him Case study on capacitive touch – read several of the examples from Bare Conductive Table 1 on page 300 in "**The playful city**: constructing **a typology for urban design interventions**" by Donoff, G., & Bridgman, R. (2017). *International Journal of Play*, *6*(3), 294–307.

Wk14 (Apr.16): Values at Play and Ethics for the Internet of Things (IoT)

Design #11: Multi-system 1b	Values: activity: Identify **two cognitive biases** that have snuck into games you have made or proposed making this semester.
Post Reflection #11	• *Draw on any of: Your Logical Fallacy Is from Jesse Richardson et al., or the Cognitive Bias Codex diagram (or full explanation via Buster Benson of Slack)*
• The VAP method, which we will be applying to your games during class: "A Game Design **Methodology to Incorporate Social Activist Themes**" by Mary Flanagan and Helen Nissenbaum, from the 2007 CHI Proceedings. (Note: the themes can be on values other than social activism, of course, but these give a model to start with.)	
• (A) Guntarik, O., Davies, H., & Innocent, T. (2023). **Indigenous Cartographies**: Pervasive Games and Place-Based Storytelling. *Space and Culture*, 12063312231155348.	Extension*: "When You Give a Tree an Email Address." The Atlantic*, by A. LaFrance (July 2015).
• (b) ARGNet Insider email newsletter for April 2024	Extension: Watch 3-4 of the **videos** on the **physical web** from the Google project examples page (we have some of these Beacons)
• (c) "**Award-Winning Guide to Indigenous DC**" from AU faculty member Elizabeth Rule (1/28/2022, AU website)	

Wk15 (Apr.23): Demo night at MLK Library

Design #12: Multi-system 1c: Client demo	• Client2 presentations @ MLK; meet there at 5:30, present at 6-7pm. Ideally with interested staff. He'll float to MLK managers.
• Optional: "Computational Thinking for Next Generation Science" from Digital Promise	
• Optional: Does DC law forbid some games in city streets? Read from the DC Code here and here.	

Wk16 (Apr.30) – STUDY PERIOD (no class)
Independent work as needed.

Wk17 (May.7): Portfolios / final exam and showcase

• **Final exam:** Portfolio slide and reflection	• ***Starting early at 5pm – notify if you cannot make it***
• Showcase presentation (optional)	• Portfolio / final **design presentations**
	o "I'd fund this if…" (a way to structure critiques)
	• End of term survey (during class; please wait for the all-class debrief)

UNIVERSITY POLICIES

Academic Integrity

Standards of academic conduct are set forth in the university's [Academic Integrity Code](). By registering for this course, students have acknowledged their awareness of the Academic Integrity Code and they are obliged to become familiar with their rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly and disciplinary action will be taken should violations occur. This includes cheating, fabrication, and plagiarism.

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As a faculty member, I am required to report discriminatory or harassing conduct to the university if I witness it or become aware of it – regardless of the location of the incident. There are four confidential resource on campus if you wish to speak to someone who is not required to report: Counseling Center, victim advocates in OASIS, medical providers in the Student Health Center, and ordained clergy in the Kay Spiritual Life Center. If you experience any of the above, you have the option of filing a report with [University Police]() (202-885-2527), the [Office of the Dean of Students]() ([dos@american.edu]() or 202-885-3300), or the [Title IX Office]() (202-885-8080 or [TitleIX@american.edu]()). For more information, including a list of supportive resources on and off-campus, contact [OASIS]() ([oasis@american.edu]() or 202-885-7070) or check out the [Support Guide on the Title IX webpage]().

Review the complete [Discrimination and Non-Title IX Sexual Misconduct Policy]().

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It is the responsibility of every member of the AU Community to foster an environment free of Title IX Sexual Harassment. All members of the AU Community are encouraged to take reasonable and prudent actions to prevent or stop an act of Title IX Sexual Harassment. Taking action may include direct intervention when safe to do so, enlisting the assistance of friends, contacting law enforcement, or seeking assistance from a person in authority.

AU Community members employed by the University (including student employees, such as teaching assistants, resident assistants, and orientation leaders) and individuals covered by the University's Out-of-State Staffing Policy have a duty to report Title IX Sexual Harassment to the [Title IX Coordinator](#) (202-885-8080), when they become aware of such conduct.

Review the complete [Title IX Sexual Harassment Policy](#).

Emergency Preparedness

In the event of an emergency, American University will implement a plan for meeting the needs of all members of the university community. Should the University be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or the use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU email and Canvas, while students must inform their faculty immediately of any emergency-related absence. Students are responsible for checking their AU email regularly and keeping themselves informed of emergencies. In the event of an emergency, students should refer to the AU Student Portal, the [AU website](#), and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/college specific information.

Student Code of Conduct

The central commitment of American University is the development of thoughtful, responsible human beings in the context of a challenging yet supportive academic community. The Student Code of Conduct is designed to benefit the American University community and to assist in forming the highest standards of ethics and morals among its members. By registering for this course, students have acknowledged their awareness of the Student Code of Conduct and they are obliged to become familiar with their rights and responsibilities as defined by the Code.

Religious Observances

Students will be provided the opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance, provided they notify their instructors before the end of the second week of classes. Please send this notification through email to the professor. For additional information, see American University's religious observances policy.

Academic Support Services

Academic Success Coaching
Academic Success Coaching is a free one-on-one meeting between a student and a professional academic coach to build or enhance time management, organizational, reading, notetaking, test taking and study skills. Students can work with an academic coach to develop an academic action plan, better understand how to break down large assignments, and discuss overcoming procrastination. Coaching services are open to all students. (Location in Clark Hall Rooms 106/113 – Schedule appointments on the Academic Coaching You Can Book Me – academiccoaching@american.edu)

ASAC Tutoring Lab
The ASAC Tutoring Lab provides free on-on-one and drop-in tutoring for selected courses in disciplines such as accounting, biology, chemistry, and economics. In your 30 minutes or hour appointment, a peer tutor can assist with understanding course content, providing hands-on practice, and discussing best strategies for studying. (Schedule tutoring appointments on WC Online – tutoring@american.edu)

International Student & Scholar Services
International Student & Scholar Services has resources to support academic success and participation in campus life including academic counseling, support for second language learners, response to questions about visas, immigration status and employment and intercultural programs, clubs and other campus resources. (202-885-3350, Butler Pavilion 410).

Mathematics & Statistics Tutoring Lab

The Mathematics & Statistics Tutoring Lab provides free drop-in tutoring and scheduled one-on-one tutoring appointments to American University students for exam review, homework assignments, and understanding concepts. The Lab tutors Mathematics concepts up to Calculus II and Statistics concepts up to Intermediate Statistics. (Drop-in to Don Myers Building Room 103 or Schedule tutoring appointments on WC Online)

Supplemental Instruction
Supplemental Instruction (SI) is a free group tutoring program that supports historically challenging courses in disciplines such as accounting, biology, chemistry and economics. SI Leaders facilitate weekly group review sessions that reiterate course content. In your one or two hour session, an SI Leader can assist with learning course concepts, facilitating group learning, and sharing best strategies for studying and note taking. (siprogram@american.edu)

Writing Center
The Writing Center offers free, individual coaching sessions to all AU students. In your 45-minute session, a student writing consultant can help you address your assignments, understand the conventions of academic writing, and learn how to revise and edit your own work. (Bender Library – 1st Floor Commons – Schedule tutoring appointments on WC Online – 202-885-2991)

Student Support Services

Center for Diversity & Inclusion (CDI)
CDI is dedicated to enhancing LGBTQ, multicultural, first-generation, and women's experiences on campus and to advancing AU's commitment to respecting and valuing diversity by serving as a resource and liaison to students, staff, and faculty on issues of equity through education, outreach, and advocacy. It is located on the 2nd floor of Mary Graydon Center (202-885-3651, MGC 201 & 202).

Counseling Center, Center for Well-Being Programs and More
The Counseling Center offers a variety of psychological services, online resources, and referrals to off-campus mental health care. Please visit the Center's website for more information: www.american.edu/counseling.

Dean of Students Office
The Office of the Dean of Students offers individual meetings to discuss issues that impact the student experience including academic, social, and personal matters. Staff work with students and make referrals to appropriate campus resources for resolution.

Additionally, while academic regulations state that medical absences are to be excused, if faculty require correspondence to verify the student's explanation, medical documentation should be submitted to the Office of the Dean of Students ("DOS"). The DOS staff will review the documentation and verify the medical excuse. Faculty have the discretion to approve absences and do not need permission from the Office of the Dean of Students to excuse absences. Students should be referred to the Office of the Dean of Students only if faculty require further proof or if they have concerns about the impact of absences on the student's ability to succeed (202-885-3300; Butler Pavilion 408; www.american.edu/dos)

Food and Housing Insecurity Statement
Students facing challenges securing food or housing should be referred to the Office of the Dean of Students (www.american.edu/dos or 202-885-3300) for support and referral to resources.

Office of Advocacy Services for Interpersonal and Sexual Violence
OASIS, which is housed within the Health Promotion & Advocacy Center (HPAC), provides free and confidential advocacy services for students who have experienced sexual assault, dating or domestic violence, sexual harassment, and/or stalking. These services are available during office hours, Monday through Friday to all students and to friends and family members of survivors. To schedule an appointment with one of the two confidential victim advocates, book via http://auhpac.youcanbook.me. The advocates are also available via email (oasis@american.edu) or by phone (202-885-7070). HPAC/OASIS is located in Hughes Hall, Suite 105.

Respect for Diversity
As stated in the American University Discrimination and Non-Title IX Sexual Misconduct Policy:

"American University is an equal opportunity, affirmative action institution that operates in compliance with applicable laws and regulations. The University does not discriminate on the basis of race, color, national origin, religion, sex, pregnancy or parenting, age, sexual orientation, disability, marital status, personal appearance, gender identity and expression, family responsibilities, political affiliation, source of income, veteran status, an individual's genetic information or any other bases under applicable federal and local laws and regulations (collectively "Protected Bases") in its programs and activities. The University expressly prohibits any form of discriminatory harassment including sexual harassment, dating and domestic violence, rape, sexual assault, sexual exploitation and stalking."

The above website includes further details, including how to report instances of discrimination and your responsibilities as a member of the campus community in

relation to the policy; you are strongly encouraged to familiarize yourself further with this policy.

Class rosters and University data systems are provided to faculty with the student's legal name and legal gender marker. As a student, you are able to change how your preferred/proper name shows up through email, Blackboard, and on your AU ID Card. This option is helpful for various student populations, including but not limited to: students who abbreviate their first name; students who use their middle name; international students; and transgender students. As a faculty member, I am committed to using your proper name and pronouns. We will take time during our first class together to do introductions, at which point you can share with all members of our learning community what name and pronouns you use, as you are comfortable. Additionally, if these change at any point during the semester, please let me know and we can develop a plan to share this information with others in a way that is safe for you. Should you want to update your preferred/proper name, you can do so by looking at the guidelines and frequently asked questions from the Center for Diversity and Inclusion.

Students with Disabilities
If you wish to receive accommodations for a disability, please notify me with a memo from the Academic Support and Access Center. As accommodations are not retroactive, timely notification at the beginning of the semester, if possible, is strongly recommended. To register with a disability or for questions about disability accommodations, contact the Academic Support and Access Center at 202-885-3360 or asac@american.edu. For more information, visit AU's Disability Accommodations web page

Additional Services

Academic Coaching offers free one-on-one meetings where learners work with an academic coach to identify and enhance academic strategies (time management, reading strategies, breaking down assignments, etc). Students may schedule one 30-minute academic coaching session per week. Sessions are interactive and learners can expect to leave with a strategic action plan. Our year-round services are open to all degree-seeking AU learners, undergraduate and graduate. Students may meet with an academic coach either in-person in MGC 243, or remotely through the Microsoft Teams platform. Sessions are available Monday-Friday. Students can self-schedule an appointment through YouCanBookMe. Any community member can use our digital resources found in our online in our Resource Library. Simply 'save a copy' to your hard drive. Physical copies can be found on the resource wall outside of MGC 243. Short videos that explain our academic strategies can be viewed from our Academic Coaching YouTube channel.