

Course Syllabus

GBDA 301 Global Digital Project 1 Fall 2019

Instructor: Kevin Harrigan, PhD
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Office Hours: Thursdays 9am-9:50am and Thursdays 1pm-1:50pm, or by appointment. I am on the Stratford campus all day every Tuesday and Thursday.

Course times:

Section 001: Tuesday 9am-10am, DMS 3129
Thursday 10am-noon, DMS 1004
Section 002: Tuesday 3:30pm-4:30pm, DMS 3129
Thursday 2pm-4pm, DMS 1004

Calendar Description:

In this course students will study how digital media has contributed to globalization, and conversely, how globalization impacts the use of digital technologies and the development of digital cultures. Students will work with global business consultants and product developers to outline a digital media product or service for a non-Canadian community.

Course Description:

Students will design and implement a digital media product to solve a real world problem using global internet software standards.

Required Textbook:

None

Resources:

We will use online resources extensively. Some are included here while others will be added throughout the semester on LEARN.

HTML5 (HTML, CSS and Javascript):

- Tutorials on HTML, CSS, and JavaScript: <https://www.w3schools.com/default.asp>
- Reference for HTML, CSS, and JavaScript: <https://developer.mozilla.org/en-US/>
- LinkedIn Learning Course on JavaScript: JavaScript Essential Training. By: Morten Rand-Hendriksen. <https://www.linkedin.com/learning/>

History of the World Wide Web (www):

- World Wide Web Consortium (W3C) <https://www.w3.org/>
- www Foundation <https://webfoundation.org/>
- Vandemer Bush <https://www.theatlantic.com/magazine/archive/1945/07/as-we-may-think/303881/>
- Doug Engelbart https://en.wikipedia.org/wiki/Douglas_Engelbart

Game Design:

- Flow website: [https://en.wikipedia.org/wiki/Flow_\(psychology\)](https://en.wikipedia.org/wiki/Flow_(psychology))
- Flow book: The Psychology of Optimal Experience, by Mihaly Csikszentmihalyi, 1990.
- Game Design book: The Art of Game Design: A Book of Lenses, by Jesse Schell. 2nd Edition. 2015.
- Flappy Bird game: <https://www.youtube.com/watch?v=L07i4g-zhDA>
- Snake game: <https://www.youtube.com/watch?v=9TcU2C1AACw>
- Pong/Brickbraker Game: Steps 1-5 on the website: https://developer.mozilla.org/en-US/docs/Games/Tutorials/2D_Breakout_game_pure_JavaScript
- Game testing using Game Experience Questionnaire: https://pure.tue.nl/ws/files/21666907/Game_Experience_Questionnaire_English.pdf

Course Objectives: At the end of the course you should be able to:

- Describe how the World Wide Web works using HTML, CSS, and JavaScript;
- Be able to explain the history of the World Wide Web (www);
- Be able to modify HTML, CSS, and JavaScript files;
- Create a design for a casual computer game for the World Wide Web, and associated activities;
- Using HTML5 only, create a prototype of the game, and associated activities;
- Prepare and execute a plan for testing the usability of a game and associated activities;

UW LEARN

All information and resources pertaining to this course will be posted to the course LEARN site. Please check the site regularly. It is the students' responsibility to remain informed about due dates, assignments, tests, etc.

All Assignments, Project Deliverables, and in-class Classroom Activities are submitted by students to LEARN dropboxes and returned graded on LEARN, normally within one week.

Grading Scheme:

Class Participation	25%
Assignments	25%
Midterm Test (Thursday, October 10, in class time)	20%
Project	30%

Class Participation

Participation grade is determined by in-class Classroom Activities.

Due dates:

Assignment 1 (10%)	Monday Sept 16, 11:59pm
Assignment 2 (10%)	Monday Sept 30, 11:59pm
Assignment 3 (5%)	Monday Oct 7, 11:59pm
Project Deliverable 1 (10%)	Wednesday Oct 30, 11:59pm
Project Deliverable 2 (10%)	Wednesday Nov 13, 11:59pm
Project Deliverable 3 (10%)	Wednesday Nov 27, 11:59pm

Week	Dates	Topic	Resource
1	Sept 5	GBDA 301 (course Outline)	Course Outline on LEARN
		HTML5: Intro	Course slides in ppt
		Application: Lightbulb	LinkedIn Course: 1. JavaScript: An Introduction
			LinkedIn Course: 2. The Basics
			w3schools: https://www.w3schools.com/js/default.asp
2	Sept 10&12	HTML5: JS Variables	LinkedIn Course: 3. Working with data
		HTML5: JS Loops	LinkedIn Course: 9. Loops
		HTML5: JS Arrays	LinkedIn Course: 5. JS & the DOM, Part 1
		HTML5: JS Conditionals	LinkedIn Course: 7. JS & the DOM, Part 2
		HTML5: The DOM	https://www.w3schools.com/js/
		Game: Stroop Effect	
3	Sept 17&19	HTML5: JS Functions	LinkedIn Course: 4. Functions and Objects
		HTML5: JS Events	LinkedIn Course: 7. JS & the DOM, Part 2
		WWW: Tim Berners-Lee	https://www.w3.org/
		WWW: W3C	https://www.w3schools.com/js/
		Game: Pong	https://webfoundation.org/about/vision/history-of-the-web/
4	Sept 24&26	HTML5 Canvas	https://www.w3schools.com/html/html5_canvas.asp
		WWW: Web Foundation	https://webfoundation.org/

		Game: Flappy Bird	
5	Oct 1&3	HTML5 Canvas	https://www.w3schools.com/html/html5_canvas.asp
		Sprite Sheets	https://www.theatlantic.com/magazine/archive/1945/07/as-we-may-think/303881/
		WWW: Vannevar Bush	https://en.wikipedia.org/wiki/Douglas_Engelbart
		WWW: Douglas Engelbart	
		Game: Snake	
6	Oct 8&10	Review (Tues)	
		Midterm Test (Thurs, Oct 10)	
N/A	Oct 15&17	Reading Week	No Classes
7	Oct 22&24	Project begins	https://en.wikipedia.org/wiki/Flow_(psychology)
		Game Design intro	Reference: The Art of Game Design
		Gambling vs gaming	Course slides in ppt: Flow
		Flow	Course slides in ppt: Reinforcement
		Reinforcement schedules	
8	Oct 29&31	Game testing (Oct 29)	Game Experience Questionnaire: https://pure.tue.nl/ws/files/21666907/Game_Experience_Questionnaire_English.pdf
		Presentation (Oct 31)	Course slides in ppt: Statistics for testing
9	Nov 5&7	Game testing-Part 2 (Nov 12)	Course slides in ppt: Statistics for testing
		HTML5	Saving data between sessions
10	Nov 12&14	Game/App Design	
		HTML5	
		Presentation (Nov 14)	
11	Nov 19&21	Game/App Design	
		HTML5	
12	Nov 26&28	TBD (Nov 26).	
		Final Presentations (Nov 28)	
13	Dec 3	No lecture or Classroom Activity	
		Course/Instructor Evaluation	

Course Modification Warning

The instructor reserves the right to modify elements of the course during the term. It is the responsibility of the student to check his/her uWaterloo email and course website on LEARN daily during the term and to note any changes.

Late Work

Unless a physician's note or suitable documentation is provided, 25% per day will be taken off for a late submission.

Electronic Device Policy

Students are expected to use classroom time productively. Student use of laptops, mobile phones and tablets for any purpose other than coursework during classroom time is prohibited. This includes social media, instant messaging, personal correspondence and surfing for unrelated content. Students shall not unduly interfere with the study, work or working environment of their peers.

Failure to comply will result in disciplinary measures befitting the infringement of this policy and in compliance with the appropriate University policy or policies.

Cross-listed course (requirement for all Arts courses)

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. Check the [Office of Academic Integrity website](#) for more information.

Discipline

A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. [Check [the Office of Academic Integrity](#) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to [Policy 71, Student Discipline](#). For typical penalties, check [Guidelines for the Assessment of Penalties](#).

Grievance

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](#). When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

Appeals

A decision made or penalty imposed under [Policy 70, Student Petitions and Grievances](#) (other than a petition) or [Policy 71, Student Discipline](#) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72, Student Appeals](#).

Accommodation for Students with Disabilities

Note for students with disabilities: [AccessAbility Services](#), located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with [AccessAbility Services](#) at the beginning of each academic term.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.

Turnitin®

Turnitin.com and alternatives: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.

Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health support if they are needed.

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext. 32655
- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

Off campus, 24/7

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online on the Faculty of Arts [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

Territorial Acknowledgement

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

For more information about the purpose of territorial acknowledgements, please see the [CAUT Guide to Acknowledging Traditional Territory \(PDF\)](#).

Academic freedom at the University of Waterloo

[Policy 33, Ethical Behaviour](#) states, as one of its general principles (Section 1), “The University supports academic freedom for all members of the University community. Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base teaching and research on an honest and ethical quest for knowledge. In the context of this policy, 'academic freedom' refers to academic activities, including teaching and scholarship, as is articulated in the principles set out in the Memorandum of Agreement between the FAUW and the University of Waterloo, 1998 (Article 6). The academic environment which fosters free debate may from time to time include the presentation or discussion of unpopular opinions or controversial material. Such material shall be dealt with as openly, respectfully and sensitively as possible.” This definition is repeated in Policies 70 and 71, and in the Memorandum of Agreement, Section 6.