

**A - New Course Proposal V. 7.2022 : Entry # 2579****DEAN Decision**

Approved

**Date**

02/17/2023

**Is this course intracollegiate or intercollegiate?**

Intercollegiate

**SCHOOL EPC Decision**

Approved

**Date**

03/27/2023

**GEC Decision**

Approved

**Date**

03/02/2023

**APIRC Decision**

Approved

**Date**

04/14/2023

**Begin Form****Today's Date**

01/31/2023

**Your Name:**

Kristina Bell

**Your Email:**[kbell@highpoint.edu](mailto:kbell@highpoint.edu)**Are you a Department Chair?**

No

**Department Chair Name**

Stefan Hall (GAM)

**A - New Course Proposal V. 7.2022 : Entry # 2579****Email address of your Department Chair**[shall@highpoint.edu](mailto:shall@highpoint.edu)**By checking below I am certifying that my department chair has seen and approved the new course that is in this proposal**

Yes

**Please select the appropriate school overseeing this proposal:**

Communication

**Which semester is this course to be taught for the first time?**

Spring 2025

**Information for the Registrar****Choose the department designator for your proposed course from the list below.**

ITG

**Proposed Course Number**

3001

**Is this course cross listed?**

No

**Does this course replace a current course?**

No

**Enter the title of your proposed course**

Questing through narratives

**Enter the catalog description of your proposed course**

Catalog Description

 Integrative learning builds the ability to make connections among ideas and experiences to synthesize and transfer learning to new situations across courses, fields of study, over time, and between campus and community life. Integrative learning generates internal changes in the student, signifying growth as a confident, lifelong learner. It asks students to apply their intellectual skills and to develop their individual purpose, values, and ethics. Through integrative learning, students pull together their experiences inside and outside the classroom, making connections between theory and practice.

Course Description

This class weaves together English and Communication theories and skills to help students understand and produce effective narratives across mediums. Students will practice writing, video production, and game design. Students will explore what it means to be human and express themselves through fiction and reflect upon how those messages are interpreted by different audiences. Content will cover story structure, character, genre, media effects, aesthetics, play, tropes, and interactivity. No pre-requisites. 4 credits.

**Choose your proposed course's number of credits from the list below**

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4

**How will the course be graded?**

Letter grade

**Please select the course repeat option for your proposed course:**

Not repeatable for credit

**Offering cycle for your proposed course:**

Alternate years

**Does your course have any prerequisites?**

No

**Is this new course being proposed because of a proposal for a new or revised major or minor?**

In addition to counting as an elective in GAM major/minor, it will also count as an elective for the revised Media Production major and minor (formally known as Media Production and Entrepreneurship). Their major revision was approved by APIRC in fall of 2022.

**Gen Ed and Academic Programs****Is this course part of Gen Ed?**

- Yes

**Does your course count in the general education core (one of the core classes that cannot be double-dipped in your major or minor)?**

None of the above

**Does your course count in any general education categories that can be double-dipped in the core or in a major/minor?**

- Integrative Learning

**Does this course count towards a major or a minor?**

Yes

**Please list the major / minor and whether it is required or an elective****Major****Required / Elective****Minor**

GAM and MPE Elective

GAM and MPE

**Will this course fulfill any of the below University academic program requirements?**

- This course does not fulfill academic program requirements

**A - New Course Proposal V. 7.2022 : Entry # 2579****Does this course include any community engagement?**

No

**Does this course participate in the GoGlobal Program?**

No

**Has it been reviewed and approved by the Global Experience Committee?**

No

**Information for Curriculum Review****Rationale for new course & consistency with departmental mission**

Our game design and media production programs combine theory and research about media with practical knowledge about media making to help students create compelling, audience-centered media that communicate thoughtful messages. This class will help students improve their media writing skills and help them think critically about the factors that make a narrative effective, and how various media shape a message in intended and unintended ways. Students will leave the class more media literate and as better writers and media producers.

**Please list all student learning outcomes for this course**

Speak to groups using sophisticated, context-appropriate, and interesting delivery techniques (posture, gesture, eye contact, and vocal expressiveness). (Communication Skills #3). "Students will be coached on effective public speaking techniques and will pitch their 2nd story concept to the class. Students will be graded on delivery as well as content (e.g. logos, ethos, and pathos). <sup>[11]</sup><sub>SEP</sub> Students will then be asked to give a presentation to share their final project with the class during finals. It will once again be graded on delivery as well as content. "

Engage team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others. (Intra and Interpersonal Skills #1). "Students will complete regular weekly reflection papers which includes a peer-review of their classmates' reflections and responses to assigned texts. <sup>[11]</sup><sub>SEP</sub> Before their group assignment, they will write a team production plan that provides an overview of shared goals, group norms, and a breakdown of how the group will accomplish those goals (through assigning tasks and deadlines). "

Address conflict directly and constructively, helping to manage or resolve it in a way that strengthens overall team cohesiveness and future effectiveness. (Intra and Interpersonal Skills #3). Students will read and discuss readings on group/team effectiveness and conflict resolution. There will be dedicated time in class to plan/problem solve for their groupwork. We will also assess their ability to work in groups in their reflection paper on their experience.

Connect concepts, theories, and frameworks of fields of study to life experiences, drawn from a variety of contexts (e.g., family life, creative endeavors, civic participation, work experience). (Integrative Skills #1). Students will read articles from literature and the social sciences and will be asked to connect those concepts together and to their media production experiences. They will also read readings on how stories shape communities and workplaces. They will be asked to reflect on this in their daily reflection papers.

Adapt and apply skills, abilities, theories, or methodologies acquired in one situation or discipline to new situations or problems. (Integrative Skills #2). We are assessing this in all our creative assignments, as they are taking skills, abilities, and theories from English, combining them with Communication, and applying them to media creation.

Understand how different mediums shape narrative messages and how to effectively adapt narratives for different media. This will be met by the small group & final project, weekly experiments, and response papers.

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Incorporate theories and techniques connected to fictional writing into their own writing. This includes theories on story structure, character development, and conflict. This will be met by all major assignments and weekly experiments.

Incorporate theories and techniques connected to media making and incorporate that into their own production. This includes theories such as camera angles, lighting, composition, montage, game mechanics, and game balance. This will be met by all major assignments and weekly experiments

### Please list any units or content areas that will be required for all sections of this course

These areas are subject to change, but give you a sense of what we will be covering in the class:

I Genres of plots Medium is the message

- a. Medium is the message
- b. Genre/plot/story structure
- c. Screenwriting workshop

II. Character

- a. Literary theory/Character
- b. Writing a nonfiction character
- c. Podcasting workshop

III Conflict

- a. Literary theory/Conflict
- b. Conflict and agency in a video game
- c. Video Game workshop

IV. Aesthetics

- a. Style (writing)
- b. Style (video) Cinematography/art/animation
- c. Sound
- d. Interactivity
- e. Video workshop

V. Transmedia/hybridization

- a. How to adapt a story from one form to another
- b. Time/sequencing/inclusion - parts of plot
- c. How to tell a story across multiple platforms
- d. Audience: Fan communities/player community influence

### Please list any assignments, tests, or other assessments that will be required for all sections of this course

These are subject to change, but in all iterations of the class, we will require students 1. write text-based narratives; 2. adapt their writing into different media narratives; 3. work in groups/teams and evaluate each other; 4. present their ideas/pitches to the class; 5. reiterate/improve upon their work. 6. read and discuss theoretical, practical, and creative texts

Below are brief explanations of the assignments we are considering. See the syllabus for more information.

Individual Narrative. 10% Working in any of the various mediums covered in the class, students will compose a short text-based narrative. This narrative may take the form of a short story, a film script, or a game narrative. This project, like all your major assignments, will go through the peer-review process.

Small Group Narrative 20% In small groups, you will pitch an idea for a narrative. This pitch will include both written components and an oral presentation with a visual aid. They will then develop that narrative as imagined for their choice of two mediums, i.e., a film script and a game design, a story and a script, lyrics for a song-cycle and the script for a podcast, etc. Students will submit a production plan before starting production, and a group reflection at the end of their project.

Group Reflection

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At the end of the production, you will be asked to complete a peer review of their group experience using the constant format used in your response papers. The feedback provided will be factored in students' individual grades, and help students reflect upon their group effectiveness and conflict resolution skills.

**Finished Product 30%** While working individually or in groups of any size, you will develop a story idea previously workshopped from project one or two and fully develop it. This may constitute a conversion, production, or revision. For example, a student might adapt a game into a short story or rework an existing story. A group might make a short film, produce a game, or record that narrative concept album's song cycle. While emphasis will remain more on what you're attempting than the polish of your final product, the expectation will be that the this project will be consumable in its final form, i.e., it'll be a story one can read, a game one can play, a video one can watch, and so forth. You will submit a rough draft, a production plan, and a final draft with a presentation. The final draft and presentation will be due on exam day, and will be graded using the same rubric from the previous pitch.

**Weekly Experiments. 20%** Experiments will be assigned most weeks. These may include creative writing prompts or media production activities, that require you to take the theoretical concepts and issues learned in class and apply them to media production. You will be challenged to taking theories and skills from another discipline and apply them to a different discipline. For example, you may take theories from literature and art criticism and apply them to media production, or you may be asked to take communication theory and skills and apply those to your creative writing/prose.

Each weekly experiment will each be done twice. The first version will be discussed in your small group via MS Teams. The experiment will then be revised or redone. The second round will be framed by the Constant Format.

**Response Papers. 20%.** You will use the Constant Format to respond to all course texts (note that texts include watching videos, playing games and reading academic journal articles, prose, and textbook chapters/practical guides). You will be asked to make connections between the various texts you engage in with each other and with your personal life. These responses will be posted to MS Teams in the appropriate channel and used to generate virtual discussion.

**Please list any readings or other materials that will be required for all sections of this course**

We will include practical guides to writing/media production, theoretical journal articles, and samples of creative writing. There is a list of readings we hope to pull from on the sample syllabus.

**Please list any course policies that will be required for all sections of this course**

We will follow the NQSC policies, linked on the syllabus.

**If you would like to specify anything about how requirements for contact hours must be met for all sections of this course, please indicate below (e.g., if any experiential learning activities will replace seat time)**

We will spend all 4 credit hours in the classroom.

**Is there anything else the reviewing parties should know about this new course proposal that hasn't already been asked/addressed?**

This course will be co-taught with Jacob Paul in ENG, so Bryan Vescio should approve it too.

**Sample Syllabus**

- [ITG-3001-Bell-and-Paul.pdf](#)