

The University of Western Ontario
Faculty of Information and Media Studies
Digital Communications
Winter 2022

VIRTUAL WORLDS



Instructor» Dr. Andie Shabbar
Time» M 3:30-6:30 PM
Format» virtual (synchronistic) + in-person

Email: ashabba@uwo.ca
Office hours: by appointment only

Course Description

How do virtual worlds mediate our experiences and expressions in the world? What is the socio-political relationship between society and virtual world technology, and how is this relationship being harnessed by institutions, artists, businesses, markets, and activists? Addressing these questions, we will examine the role of virtual worlds, virtual games, virtual reality, and other related technologies in a variety of contexts ranging from entrepreneurship and education to social justice issues and gender identity expression. As a study of principles and production, students will gain an understanding of theoretical and practical applications of virtual worlds and simulation spaces. Students will learn the techniques and critical skills required for creating and managing communities, identities and interactivity in virtual and online worlds.

Course delivery with respect to the COVID-19 pandemic

Although the intent is for this course to be delivered in-person, the changing COVID-19 landscape may necessitate some or all of the course to be delivered online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any assessments affected will be conducted online as determined by the course instructor.

When deemed necessary, tests and examinations in this course will be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide personal information (including some biometric data) and the session will be recorded. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

COVID-19 In-class Protocols:

Students will be expected to wear triple layer non-medical masks at all times in the classroom as per university policy and public health directives. Students who are unable to wear a mask for medical reasons should seek accommodation through [Accessible Education](#). Students are expected not to eat or drink while in class to ensure masks stay in place. Students will be able to eat and drink outside of the classroom during scheduled breaks, provided MLHU guidelines permit this.

Course Materials

Available on OWL

Methods of Evaluation

1. Participation	ongoing	10%
2. Forum posting + discussion questions	ongoing	30%
3. Mid-term Exam	Feb. 14	30%
4. Final Exam	TBA	30%

Course and Learning Objectives

This course aims to:

- Introduce students to the basic vocabulary, terminology, theories, and issues surrounding virtual worlds;
- Identify and analyze social justice issues as they relate to the production and experience of virtual worlds;
- Consider the relationship between embodiment, technology, and ideology;
- Deepen critical thinking about the self and one's relationship to the (virtual) world.

Students who take this course will:

- Learn how to critically assess applications of virtual worlds and their political implications on social life and identity;
- Develop a critical awareness of interdisciplinary approaches to virtual worlds;
- Work collaboratively to develop a focused group project proposal;
- Articulate, both orally and in writing, theories and concepts relating to virtual worlds.

Description of Assignments1. Participation 10%

Teaching methods used in this course incorporate a significant amount of student activity and class contribution. Students may be asked to complete various activities in-class such as creating an avatar, writing two-minute responses, playing virtual games, and submitting critical questions that are relevant to the week's lecture/readings. While these activities will not be graded, to receive participation marks their completion is required. In addition to these activities, students are expected to make thoughtful contributions to class discussions.

Every week, I will ask students for a written response (1-2 sentences) to a topic we have discussed in class. Your responses will be posted on OWL during class.

Attendance: Attendance is not mandatory but will obviously affect participation. **It is not necessary to email me to let me know that you will be absent.** If you are concerned with how to make up for lost participation marks, consider writing more in-depth responses for the next class you attend.

2. Forum posting + discussion questions 30% (10% x 3)
Due Friday before lecture

Three times throughout the term, students are responsible for researching and sharing a link to a **current** event/ news item/ media object/ art piece that relates to one of the course's weekly topics. In addition to posting a link on OWL, students must write a short commentary to contextualize the content (150-200 words), and pose two critical questions about the event / news / media object/ art piece. These questions *must* be informed by the weekly reading. That is, your questions should explicitly refer to themes, arguments, and observations made in the reading. Postings are due the Friday before lecture. You will be assigned the weeks you are responsible for by the instructor. If students link to similar content the first person to post will receive the highest grade in originality. This means that time is of the essence, *or* you may have to conduct further research to find content that hasn't already been covered by a fellow student. I do not recommend leaving this assignment to last minute! A rubric will be available on OWL.

3. Mid-term exam 30%

All exams in this course are mixed format: T or F and fill in the blank, key concept explanation, and short answer question. You will be allowed to bring a half-page cheat sheet to the exam. An exam review will be held the class before the exam. Makeup exams may have a different format.

4. Final Exam 30%

All exams in this course are mixed format: T or F and fill in the blank, key concept explanation, and short answer question. You will be allowed to bring a half-page cheat sheet to the exam. An exam review will be held the class before the exam. Makeup exams may have a different format.

Course Policies

Self-reported absences and missed exams

Following a self-reported absence, students have **48-hours** to submit assignments. If an exam is missed the make-up date is Mar. 8 (tentative).

Email policy

When emailing me, make sure you include the course code in the subject line "DC2002." Failure to do may result in missed communication!

Office hours

Office hours are by appointment only. There will be a schedule posted on OWL where you must sign-up one day ahead of time.

Land Acknowledgement

Western University is situated on the traditional territories of the Anishinaabeg, Haudenosaunee, Lunaapeewak and Attawandaron peoples who have longstanding relationships to the land and region of southwestern Ontario and the City of London. The local First Nation communities of this area include Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. In the region, there are eleven First Nation communities and a growing Indigenous urban population. Western values the significant historical and contemporary contributions of local and regional First Nations and all of the Original peoples of Turtle Island (North America).

LECTURE SCHEDULE

Jan. 10	Our new virtual world: The metaverse and beyond...	Virtual synchronistic
Jan. 17	History of virtual worlds	Virtual asynchronistic -pre-recorded video lecture posted to OWL
Jan. 24	Virtual sex, romance, and the business of desire	Virtual synchronistic
Jan. 31	Cryptocurrency, consumption and labour	Virtual asynchronistic -pre-recorded video lecture posted to OWL
Feb. 7	Surveillance and military	TBA
Feb. 14	MID-TERM EXAM	TBA
Feb. 21	<i>Reading week</i>	
Feb. 28	Legal issues, community, and governance	TBA
Mar. 7	From activism to hacktivism	TBA
Mar. 14	Avatars and identities: Gender and sexuality	TBA
Mar. 21	Avatars and Identities: Race and disability	TBA
Apr. 4	Indigenizing virtual tech Exam review	TBA
TBA	Final Exam	Exam period

*Readings posted on OWL

NOTES FROM THE FIMS DEAN'S OFFICE

Fall 2022

Rights and Responsibilities

The conditions governing a student's ability to pursue their undergraduate education at Western are ratified by Senate and can be found on the Academic Policies section of the University Secretariat:

http://www.uwo.ca/univsec/academic_policies/rights_responsibilities.html

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Plagiarism

Students must write their essays and assignments, including take-home exams, in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence. All papers may be subject to submission for textual similarity review to the commercial plagiarism detection software Turnitin under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system.

Accommodation Policies

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#)

Academic Consideration for Student Absence

Students will have two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the term, provided the following conditions are met: the absence is no more than 48 hours in duration, and the assessment

for which consideration is being sought is worth 30% or less of the student's final grade. Students are expected to contact their instructors within 24 hours of the end of the period of the self-reported absence, unless noted on the syllabus. Students are not able to use the self-reporting option in the following circumstances:

- during exam periods,
- absence of a duration greater than 48 hours,
- assessments worth more than 30% of the student's final grade,
- if a student has already used the self-reporting portal twice during the academic year

If the conditions for a Self-Reported Absence are NOT met, students will need to provide a Student Medical Certificate or equivalent documentation, if the absence is medical, or provide appropriate documentation if there are compassionate grounds for the absence in question. Students are encouraged to contact the FIMS Undergraduate Student Services Office to obtain more information about the relevant documentation.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. **All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office of a student's home Faculty.**

For Western University policy on Consideration for Student Absence, see [Policy on Academic Consideration For Student Absences - Undergraduate Students in First Entry Programs](#) and for the Student Medical Certificate (SMC), see: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

In the event of a Covid-19 resurgence, it is possible that different procedures may need to be put in place on short notice.

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Academic Calendar](#).

Grading at FIMS

- Normally, first year courses required for entry into an MIT or MPI module (MIT 1020E and MIT 1025F/G) are expected to have a course average between 68-72%.
- Normally, second year required courses (MIT 2000, 2100, 2200, 2500) are expected to have a course average between 70 and 75%.
- Normally, third year required courses (MIT 3000, 3100) are expected to have a course average between 72 and 77%.

Elective courses and 4th year seminars have no recommended course averages.

Support Services

Students who are in emotional/mental distress should refer to Mental Health@Western for a complete list of options about how to obtain help.

<http://www.uwo.ca/uwo.com/mentalhealth/>

SUPPORT SERVICES – LINKS

Office of the Registrar:

www.registrar.uwo.ca

Mental Health Support:

<https://www.uwo.ca/health/psych/index.html>

Accessible Education:

http://academicsupport.uwo.ca/accessible_education/index.html

Accessibility Information:

www.accessibility.uwo.ca/

Writing Support Centre:

<http://writing.uwo.ca/>

Learning Skills Services:

<https://www.uwo.ca/sdc/learning/>

Academic Learning and Support for Online Learning:

<https://www.uwo.ca/se/digital/types/academic-and-learning-support.html>

Indigenous Services:

<https://indigenous.uwo.ca/>

Western International:

<https://international.uwo.ca/>

Career Centre:

<http://careerexperience.uwo.ca/>

Appendix A: Suggested Grade Ranges in MIT, MPI and MTP

Guidelines to the MIT Grade Range

These guidelines are benchmarks, and are not to be followed as rigid regulations. They will be adjusted as appropriate to take into account the level of the course and any specific instructions given by a professor. As well, competency in English language usage (including spelling and grammar) may be taken into account in the assignment of grades by individual instructors. Note that the 70-79 grade range is broken into two divisions, as this is the grade range into which a large number of students fall.

90-100 (Outstanding, A+)

The report shows sparkling originality and exhibits a high degree of critical analysis of the topic. Sophisticated synthesis and analysis of the theoretical and conceptual dimensions of the topic are demonstrated. Mastery of complex material and ideas is immediately evident. The topic is treated with sensitivity and subtlety of thought. The quality of the writing and background research is exemplary.

80-89 (Excellent, A)

The report shows originality and exhibits a high degree of critical analysis of the topic; it gets to the heart of the matter with comments and/or questions. It is clearly focused and logically organized. The quality of writing makes the report immediately understandable. Mastery of complex material and ideas is demonstrated. The report is of appropriate length, while preserving the priorities and emphasis of the material, so that the result is meaningful, not simplistic.

75-79 (Very Good, B+)

The report shows above average analysis, critical thinking and independent thought. Claims are supported by ample evidence and the components of the topic are well-researched and presented. The topic is addressed in reasonable depth and/or breadth and covers material appropriate to the course. The analysis is organized around focal points and the argument is easily followed. The report demonstrates an above average ability to write in an intelligible style and to condense material meaningfully and with a concern for priorities of that material.

70-74 (Good, B)

The report shows an attempt at analysis and critical thinking. Claims are supported by reasonable evidence. The topic is addressed in some depth and/or breadth, with references to the appropriate literature and course material. The analysis is organized around focal points. The report is generally well written and well argued.

60-69 (Competent, C)

The report demonstrates adequate comprehension of the topic. The report is on topic and is a reasonable summary of material covered in the course, but goes no further. Facts are stated accurately; the quality of writing is sufficiently intelligible with enough elaboration and enough connections made between ideas to permit a reader to understand the point of the report.

50-59 (Marginal, D)

The report shows less than adequate comprehension of the topic and of the material covered by the course. The report is a less than adequate summary of sources and/or is considerably off-topic. Facts are stated inaccurately or ambiguously; the writing style is difficult to follow; there is insufficient elaboration to permit reader's comprehension of relations among ideas; little judgment is shown in selecting detail for inclusion in the report.

Below 50 (Unacceptable, F)

The report demonstrates a failure to comprehend the topic. The material is disorganized and unintelligible. The report clearly does not meet the minimal requirements of the assignment.

Appendix B: Guidelines of Academic Appeals for FIMS Students

Grounds for Appeal:

The Faculty of Information and Media Studies does not view the appeals process as an opportunity for students to solicit a second opinion on a grade assigned to a particular piece of work. Appeals must pertain to the final grade in a course, and will only be entertained if sufficient grounds for appeal can be met, including: medical or compassionate circumstances, a defect in the evaluation process, bias, inaccuracy or unfairness.

Stages in the Appeals Process:

The first stage of the process is a discussion of the disputed grade with the appropriate Teaching Assistant (if applicable), and subsequently, the course Instructor. For grades assigned to individual assignments, essays, lab reports, projects and tests completed throughout the term, the student first must appeal to the Teaching Assistant or Instructor of the course, within three weeks of the date on which the Instructor or Teaching Assistant returned the assignments to the class. The Appeals Committee will not hear any further appeals about the final grade in any course unless this first step has been taken.

If completion of the first stage has not resolved the matter, the student may appeal the final grade in the course to the FIMS Appeals Committee. Appeals of final grades must be **within the time frame indicated in the Undergraduate Calendar.** It is the student's responsibility to ensure that the appeal is submitted within the deadline. The student shall submit a formal letter to the FIMS Appeals Committee outlining the grounds for the appeal, the remedy sought and relevant materials including the information about when and with whom (Teaching Assistant and/or Instructor) the student met, as described in Stage 1. If the appeal involves a request for work to be regraded, the original marked work and a clean copy (if possible) must be included. If the appeal is commenced once the deadline has passed, it will not be considered either by the Appeals Committee or by the Associate Dean.

The FIMS Appeals Committee has the discretion to determine whether the grounds for appeal have been met.

If the Committee deems that the reasons for the appeal are not legitimate, the Associate Dean will be informed. The appeal will be terminated and the student will be informed.

If the Committee decides that the grounds for appeal have been met, the following steps will be taken:

1. the course Instructor will be shown the appeal letter and offered an opportunity to make a written response;
2. if work is to be regraded, a reader will be appointed who is competent in the area in question and was not involved in the assignment of the original mark. The reader will consider the work in question and will arrive at an independent evaluation. If there is a large discrepancy between the original mark and the regraded mark, a second reader may be appointed by the Committee. **If the appointed reader(s) arrive at a grade within five marks of the original, the original grade will stand.**

The FIMS Appeals Committee will review the evidence and will make a recommendation on the case to the Associate Dean Undergraduate.

The Associate Dean Undergraduate will consider the recommendation from the Appeals Committee, and will make a decision. The student and the instructor will be notified promptly and in writing by the Associate Dean of the decision and of the change in grade, if any. Within the Faculty of Information and Media Studies, the Associate Dean's decision on the matter is final.

Further appeals are possible under certain circumstances to the Senate Review Board Academic (for Undergraduate students) or to the Faculty of Graduate Studies (for Graduate students) but the student should carefully consult the guidelines regarding such Appeals.