



**DePaul University | School of Continuing and Professional Studies  
Program Identifier: Undergraduate Program / Graduate Programs**

**COURSE: # CCH\_223**

**COURSE TITLE: GAMIFICATION FOR WORKPLACE  
AND CLASSROOM LEARNING**

WINTER, 2022

### **INSTRUCTOR INFORMATION**

Name: Jes Klass

Office Location: JTR, 209A

My office hours are on Mondays, 2 p.m. – 4 p.m., and by appointment.

You can reach me at 224-836-1074 or at [jklass@depaul.edu](mailto:jklass@depaul.edu)

Course Dates: 02/07/2022 - 03/20/2022

Course Location and Delivery Format: Online, asynchronous

### **COURSE DESCRIPTION**

This course will focus on introducing students to the various ways in which games are used to educate, train, and motivate people towards non-game goals. Students will learn the basic principles of how gamification works, analyze examples of gamification in practice, learn various tools for creating a gamified experience, and design a gamified training exercise for adult learners.

This course is ideal for undergraduate students who have interest in game design, activity design, or a general curiosity around gamification.

## LEARNING OUTCOMES AND, IF RELEVANT COMPETENCIES:

*AFTER COMPLETING THIS COURSE, YOU WILL BE ABLE TO:*

- Explain the basic principles of gamification.
- Analyze gamified experiences with a critical lens.
- Utilize the Octalysis Framework.
- Design a Gamified Experience.

## LEARNING STRATEGIES & RESOURCES

Students in this course will read articles, watch films, participate in online discussions, and create a final project to demonstrate their learning.

## LEARNING DELIVERABLES (GRADED EVIDENCES OF LEARNING)

### **Due in Week 1:**

Introduction Discussion

Jesse Schell DICE 2010 Discussion

What is Octalysis? Discussion

### **Due in Week 2:**

Core Drive: Epic Meaning Discussion

Final Project Brainstorm

### **Due in Week 3:**

Boosters Discussion

### **Due in Week 4:**

White Hat vs Black Hat Gamification Examples Discussion

### **Due in Week 5:**

Final Project (can be submitted as text, podcast, or video on Discussion Boards)

### **Due in Finals Week:**

Reactions to Other Students' Final Projects (Discussion Boards)

Final Project Reflection (Submission Folder)

# ASSESSMENT OF STUDENT LEARNING

## GRADING CRITERIA & SCALE

### GRADE SUMMARY

Discussions 50%

Final Project Brainstorm: 10%

Final Project: 30%

Final Project Reflection: 10%

### GRADE SCALE

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	

### PASS/FAIL GRADE POLICY

Students interested in taking a course on a Pass/Fail grade basis need to contact their academic advisor to request the option by the end of the second week of the course. SCPS students can email their requests to their advisors and include the course number, quarter, and student ID number. Non-SCPS students need to contact their home college for instructions on submitting these requests. Please review the P/F guidelines, course restrictions and GPA implications in the [University catalog](#) before making your request. A grade of Pass represents a D or better standard and therefore will not meet requirements that have a minimum standard of C- or better. For further clarification of the P/F option for SCPS students beyond the university

guidelines, please refer to the [SCPS catalog](#).

## MINIMUM SCPS GRADE POLICY

SCPS degree programs with majors (BAPSBA, BAPSC, BAHA, BADA, BANM, and BALS) require a grade of C- or better in courses taken at DePaul or transfer work applied to course requirements in the Major and in the LL 261: Essay Writing course in the College Core. All other course requirements in these programs can be completed with a grade of D or better. SCPS degree completion major programs (BAABS and BALS) require a C- or better in all courses taken at DePaul applied to those programs. SCPS competence-based programs (BAIFA, BAC, BAGB and BAECE) require a D or better in courses taken at DePaul or transfer work applied to competence requirements.

## INCOMPLETE (IN) GRADE

This process follows university [policy](#).

A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension to complete the work.

- The student must formally initiate the request by submitting the [Contract for Issuance of Incomplete Grade form](#) (via email, word doc), no later than week 10 (or prior to the final week of a shorter-term course).
- The instructor has discretion to approve or not approve the student's request for an IN grade.
- The instructor has discretion to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).
- The instructor may not enter an IN grade on behalf of a student without a completed and agreed upon contract.
- The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

## COURSE SCHEDULE

### WEEK 1

**Reading Assignments:**

Chou Chapter 3

**Videos:**

Jesse Schell DICE 2010

**Assignments** (Due 2/13, 11:59p.m.):

Introduction Discussion

Jesse Schell DICE 2010 Discussion

What is Octalysis? Discussion

### WEEK 2

**Reading Assignments:** Chou Chapter 5

**Videos:** The Secure Developer Ep. #97 Gamification, Reward, and Empathy with Joshua Gamradt

**Assignments** (Due 2/20, 11:59p.m.):

Core Drive: Epic Meaning Discussion

Final Project Brainstorm

### WEEK 3

**Reading Assignments:** Chou Chapter 7

**Videos:** [TBD]

**Assignments** (Due 2/27, 11:59p.m.):

Boosters Discussion

Project Development Plan

### WEEK 4

**Reading Assignments:** Chou Chapter 14 (Substitution Video in Octalysis Prime)

**Videos:** Lecture: Creative Process, Iteration, Feedback Loops

**Assignments** (Due 3/6, 11:59p.m.):

White Hat vs Black Hat Gamification Examples Discussion

Final Project Check-in Discussion/Watercooler Idea Space

## WEEK 5

### **Reading Assignments:**

Chou Chapter 15

Optional: Brigham, An Introduction to Gamification

**Assignments** (Due 3/13, 11:59p.m.): Final Project (can be submitted as text, podcast, or video on Discussion Boards)

## FINALS WEEK

**Reading Assignments:** Read/watch/listen to other students' final projects

**Videos:** N/A

**Assignments** (Due 3/20, 11:59p.m.): Final Project Reflection (Submission Folder), Reactions to Other Students' Final Projects (Discussion Boards)

## COURSE POLICIES

*THIS COURSE INCLUDES AND ADHERES TO THE COLLEGE AND UNIVERSITY POLICIES DESCRIBED IN THE LINKS BELOW:*

[Academic Integrity Policy](#) (UGRAD)

[Incomplete \(IN\) and Research \(R\) Grades Expiration Policy](#)

[Withdrawal/Drop Policy](#) and [Withdrawal Tuition](#)

[Accommodations Based on the Impact of a Disability](#)

Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use during this course. This is best done early in the term and our conversation will remain confidential.

[Protection of Human Research Participants](#)

## OTHER RESOURCES FOR STUDENTS

[University Center for Writing-based Learning](#)

[Dean of Students Office](#)

## INSTRUCTOR BRIEF BIO

Jes Klass completed her MFA in Game Design at DePaul University in 2021 and currently works as the Senior Instructional Designer for the College of Science and Health, School of Cinematic Arts, and School of Design. Jes also teaches game design, animation, and social media marketing courses.

## ADDITIONAL CONSIDERATIONS

Additional information for the instructor's consideration in planning the syllabus may be provided in this section, especially to address unique programmatic needs.

Recording of Classroom Sessions Conducted via Videoconference tools:

- Synchronous teaching sessions can be recorded by the instructor for educational purposes. These recordings will be made available only to students presently enrolled in the course via password protected links. Links will be posted via the course webpages on D2L and viable for the present term only.
- Students are prohibited from sharing class recordings or disclosing the links to a class session to anyone outside of the course.
- Students have the right to protect their privacy during recordings by appearing in an audio-only mode; pseudonymous usernames can be used by students, if shared offline with the instructor.
- Instructors may retain portions of the recordings that contain their intellectual property consistent with University policy, with students' identifying information removed.

## CHANGES TO SYLLABUS

This syllabus is subject to change as necessary. If a change occurs, it will be clearly communicated to students.