BIS 236A: Introduction to Interactive Media → Hybrid Artifacts from the Future

Winter 2020 | Tue / Thu 5:45-7:45 pm| UW2 240

COURSE INFORMATION

INSTRUCTORS	**Dr. Mark Chen, Professor** | @mcdanger | markchen@uw.edu **Adrienne Co, Peer Facilitator** | aeco@uw.edu **Max Tan, Peer Facilitator** | maxtannn@uw.edu **Office Hours:** by appointment (prob before or after class) or just email **HOW TO EMAIL:** 1. write a relevant subject, 2. get our names and titles right, 3. provide context for your email, and 4. sign it with who the heck you are. Also, check the syllabus first.
DESCRIPTION	This course is about how interactive media is shaped by us and how we, in turn, are shaped by it. This course is also about *artifacts from the future* that tell stories of how we survived climate change and our current political-economic crises, and how we maintained mental health during the early 21st century. The artifacts are found in a very distant future, and they feature novel interactions that inhabit both physical and digital spaces. In groups, students will work on creating these artifacts/stories, pushing at the boundaries of what counts as interactive media. The project work will include a creative backstory that details what 50 years from now will be like. This will be documented on a website with updates throughout the quarter. Special emphasis will be placed on artistic, experimental narrative play and compelling interactions about the just use of resources, preventing the loss of habitats and quality of life, countering massive political and corporate greed, fighting issues arising from a networked society ruled by algorithms and ad revenue and, ultimately, what it means to be human with agency and hope.

	Through readings, students will explore a brief overview of the current climate situation and strategies for mourning nature. Then students will get a general overview of interactive media that includes: the rise of hypertext and digital media, differences between print and digital texts, and how these differences shape people and society. This serves as a background for a deeper study on the nature of games and interactivity that leads into an examination of gamification rhetoric. This examination is an entryway into fake news, which in turn leads us to larger issues around the machinery of social media, big data, internet trolls, and algorithmic culture. This course has a heavy emphasis on peer learning and group work, devoting much of class time to projects and student-led presentations, supplemented with online discussions. Success is highly dependent on good participation, agile communication, teamwork, and a willingness to work on new topics quickly and iteratively.
LEARNING OBJECTIVES	- Understand the history of interactive media with a focus on the rise of hypertext, the internet, and social media - Understand basic definitions of interactive media and related topics such as fake news, real vs. virtual, and games and storytelling - Be introduced to current efforts to combat climate change and strategies for individual sense making in an absurdist world - Learn processes for the creation of portfolio websites - Learn processes for the creation of interactive hybrid texts/objects - Build teamwork skills that value diversity and empathy through class projects - Practice presentation and facilitation skills **Note:** This course is 5 credits. A general guideline for each credit at UW is 2 hours per credit outside of class. Therefore this class is meant to take about 10 hours of outside class time. The readings and responding to others should take less than 5 hours. The remaining time should be spent on working on your projects.
TECH	Google Shared Drive (most of the assignments and course materials will be here): https://drive.google.com/drive/folders/0AAXY6kGtxgX3Uk9PVA Canvas (grades, reading questions, announcements): https://canvas.uw.edu/courses/1368215 Slack (online reading discussion, announcements, coordinating group work): https://236winter2020.slack.com/ Hypothes.is (shared annotations of web content): https://hypothes.is/groups/4Z65BydB/bis236 **Note:** This is a course that fully embraces digital media and a connected life. As such, we will be using appropriate tools that will persist and be useful to you outside of UWB. Google Shared Drives should serve as a course archive and be available even after you graduate, and Slack is a business-level discussion platform.

ASSIGNMENTS AND EXPECTATIONS

Note: To calculate your grade, ignore the percentage columns in Canvas; instead look at the grading table at the end of this syllabus. I.E., just add up your points and consult the table to see what that translate to on a 4.0 scale.

Assignment	*Deliverables*	*Total Points*
Presentation of Reading Topic Each week, a different group of about 3 students will present topics from one of the readings. This means covering a *brief* summary (main thesis and logical argument) **PLUS** commentary and thoughts and a more comprehensive overview of the topic represented in the reading. Include information and history of the author, show us videos or have us do an in-class activity, and prepare discussion questions, which will be posted to our online discussion.	*Once during the quarter:* ● draft outline = 3pts ● draft visuals = 2pts ● revisions = 1pts ● presentation= 2pts ● initial post = 1pt ● team eval = 1pt	**10** **Read more about the Presentation of Reading Topic assignment**
Online Discussions **Pre-Presentation Questions** Each student is expected to read/watch each week's list of required materials before class presentations and then answer the pre-presentation questions. **Weekly Responses** Students are also expected to post a Response to presenter questions *after* presentations with something substantial. A Response will be expected to answer at least one question backed up with a quote from a reading. **However, each student doesn't have to do this every week!** Students will be assigned specific weeks to post a Response. For the other weeks, they will be replying to others' Responses.	*Weekly:* ● pre presentation answers = 2pts x 9 wks ● online post-presentation discussion = 2pts x 9 wks ● posting by Thursday gets extra credit (3 max) ● using hypothes.is gets extra credit (3 max)	**36-42** **Read more about the Online Discussions assignments**

Interactive Hybrid Story/Artifact from the Future about Climate Change and Mental Health Imagine a far future society, say 500 years from now. Maybe they live in a future like that portrayed in Star Trek; the Earth is generally pretty nice, and they live in abundance. Maybe they're robots that have taken over, like in the movie A.I., and humans are long gone. Or maybe it's something in between. In any case, they're archeologists, and they find an artifact that our grandchildren have created 50 years from now. The artifact can be interacted with and tells a story about what life is like 50 years from now after surviving climate change and political turmoil, and, specifically, how people dealt with or suffered through mental health issues exacerbated by the crises. The artifact also crosses multiple mediums both physical and digital. What would that artifact look like? Would it be a book, a box, a puzzle, or all of that, or none of that? How does the digital medium work? Would it be an interactive story, a collection of different websites, an electronic gizmo, or what? This artifact is what you'll be creating this quarter -- a hybrid (digital plus non-digital), interactive art book/object that tells a story of what life is like 50 years from now as discovered by archeologists 500 years from now. This story has to include hints or evidence or clues about how we survived… How we survived rising waters, global warming, extreme weather, war, famine, economic disparity, political power grabs, all of that. Good luck! :)	● **Team contract, Jan 16** ● **Book review, Jan 23** ● **Pitch, Jan 28** ● **Prototype, Feb 18** ● **Feedback/Response, Feb 20/25** ● **Final, Mar 10/17**	**38-43** **Read more about the Interactive Hybrid Story/Artifact assignment**
Personal Learning Reflection (individual) Write a half-page or full-page reflection on how the course went overall, what you learned, what you need to work on, and how the course could be improved. Full points if it's clear that the student is being thoughtful about their reflection. Submit via Canvas.	*Due Thursday Mar 19*	**2**
Participation Students who go above and beyond assignment requirements will receive full participation points. Post frequently in Slack, write thoughtfully on your website, participate in class	*Ongoing:* ● Introduce yourself in Slack due Thursday Jan 9. ● Take GOOD notes on	**11** intro = 1 notes = 2

activities, be responsive to your team, etc. Note: This is not attendance! Getting the full 8 points may be rare. There will be lots of time in class to work on your projects. Please take advantage of it and coordinate well with your team. Additionally, there'll be many in-class workshops or activities. If you must miss a class, you must also let Mark and the peer facilitators AND YOUR TEAM know so we/they can figure out how you can participate fully. Furthermore, we will be taking group notes during days of presentations and assigning notetakers on those days. We'll cover what good notes are in the first couple of weeks but generally focus on what presenters say, not just copy their slides, and work together with all the other notetakers. **Be sure to capture any discussions during the day, not just the presentations.**	**your assigned day**. ● General participation. **Tip: Attempt positive interactions with us and your peers in class and online so we remember who you are.** Thanks for reading the syllabus. I know it's a lot, but this is important stuff. If you email me using the format outlined in a later part of this syllabus, I'll give you 2 extra credit points.	gp = 8

Grading

To calculate your grade, ignore the percentage columns in Canvas. Instead, just add up your points and consult this table.

Points	Grade		Points	Grade
>=99	4.0		80	3.0
98-97	3.9		79	2.9
96-95	3.8		…	…
94-93	3.7		70	2.0
92-91	3.6		…	…

90-89	3.5		60	1.0
88-87	3.4		...	...
86-85	3.3		57	0.7
84-83	3.2			
82-81	3.1			

WEEKLY TOPICS AND READINGS

Week	Topics and Activities	Readings
		Readings can be found either online if there's a link or in the Readings folder of our Google Shared Drive if it's purple.
01 Jan 7 / 9	**Superconnected** ● Introduction to issues regarding connected digital life ● What's interactivity? What's media? What's reality and what's real? **Climate Reality and Rhetoric** ● The most important challenge we face right now	● Chayko, Mary. (2017). Chapter 3: Inhabiting a digital environment. In *Superconnected: The Internet, digital media, & techno-social life*. **Mark** **Also read:** ● The Climate Reality Project. Climate 101. ● Davenport, Coral. (Oct 7, 2018). Major climate report describes a strong risk of crisis as early as 2040. *The New York Times.* ● Bledsoe, Paul. (Dec 29, 2018). Going nowhere fast on climate, year after year. *The New York Times.* ● AAAS. How we respond: Communities and scientists taking action on climate change. ● Surging Seas: Mapping Choices - Seattle ● Fox, J., et al. Bullfrog Films, publisher. (2017). *How to let go of the world: And love all the things climate can't change*. Oley, Pennsylvania]: [Bullfrog Films]. **and these are useful:** ● "How to read a journal article" in our Readings folder. ← read this, seriously! ● "What Google learned in its quest to build the perfect team" ← read this too!

02 Jan 14 / 16	**Background and Mourning Nature** **Note: On Jan 14, instead of class, we will have a field trip from 6:45-8:30 pm at the Special Collections Library at UW Seattle!** If you get there late, just text Mark to find everyone: 206-910-9307.	• Cunsolo, Ashlee, & Landman, Karen. (2017). Introduction: To mourn beyond the human. *Mourning nature : Hope at the heart of ecological loss and grief*. • Albeck-ripka, Livia. (Nov 25, 2017). Why Lost Ice Means Lost Hope for an Inuit Village. *The New York Times*. • Ma, Michelle. (July 24, 2019). How to consider nature's impact on mental health in city plans. *UW News*. • WHO report warns we're underestimating the mental health risks of climate change. *Mic.* **Also read:** • Green New Deal • http://faculty.washington.edu/rturner1/Sustainability/Bibliography/Index.htm <--lots of stuff here from UWB prof Rob Turner to help with researching ideas!
03 Jan 21 / 23	**Strategies for Dealing and the Future** • What is speculative fiction? • How do we imagine an optimistic far future?	1. Dunne & Raby. (2013). Beyond radical design? In *Speculative everything* (pp. 1-10). (and for some examples of speculative design, see this: https://www.core77.com/posts/27475/Core77-Design-Awards-2014-The-Best-Speculative-Designs-of-the-Year) 2. Welcome to the post-text future. *The New York Times* (Feb 9, 2018). ← Click on Read More for each section. **Also skim for inspiration:** • Barr, Jessica. (2017). Auguries of elegy: The art and ethics of ecological grieving. In *Mourning nature.* • Bidshahri, Raya. (Dec 27, 2018). The milestones of human progress we reached in 2018. *SingularityHub.* • https://lithub.com/hopepunk-and-solarpunk-on-climate-narratives-that-go-beyond-the-apocalypse/
04 Jan 28 / 30	**Interactivity and Ergodics (ie. Extranoematic Interactions)** • How do we model interactivity? • How do we interpret choice?	1. Upton, Brian. (2015). Interactivity. In *The aesthetic of play* (pp. 23-38). 2. Aarseth, Espen. (1997). *Cybertext: Perspectives on ergodic literature* (pp. 1-23). ← This reading is DENSE. Whoever picks it will also need to read a discussion about ergodic literature on Grand Text Auto to try to make sense of it. Maybe also listen to http://rangedtouch.com/2019/10/01/16-aarseth-cybertext/ **Inspirations:** • How to bind a hardcover book by KaptinScarlet • Borsuk, Amaranth, & Bouse, Brad. (2016). *Between page and screen*. SpringGun Press.

		● What makes interactive texts different than other texts? (What's an ergodic text?) To play / read in class: ● *We Made Ourselves Over: 2097* ● *Survivor's Guilt* ● Voyages in Sentence Space ● *17776* ● and Twine games	● Julie Chen's portfolio ● Papier Machine

05
 	
Feb
4 / 6
	Gaming Imaginations and Identity (ie. Noematic Interactions)
	● How much of interaction is in our heads? (Critique of ergodics?)
	● Layered identity play in games
	
	Possible lecture on gaming literacy
			1. Alexandra, Heather. (Oct 10, 2016). An important part of video games happens offscreen, in our imaginations. *Kotaku*.
			    and
			    Zimmerman, Eric. (Jan 11, 2017). Every game is a language [video].
			2. Gee, James. (2003). Learning and identity: What does it mean to be a half-elf? *What video games have to teach us about learning and literacy.*
			Further reading:
			● Guardiola, Emmanuel. (2016). The gameplay loop: A player activity model for game design and analysis. *ACE2016.*
			● Alexander, Leigh. (Nov 29, 2016). It's time for a new kind of power fantasy. *How We Get To Next*.

06 Feb 11 / 13	**Alternative Webs and the Death of Print** ● Utopian visions vs fear of the new medium	1. Smith, Dave. (June 6, 2014). <u>Xanadu, the world's most delayed software, is finally released after 54 years in the making</u>. *Business Insider*. ← This is just a portal article to the larger idea of an alternative to the web that is open, free of ads, etc. so whoever chooses will need to jump into a rabbit hole and report back. (cf. <u>https://www.nytimes.com/interactive/2019/11/14/magazine/internet-future-dream.html</u>) 2. Birkerts, Sven. (1994). "Chapter 11: Hypertext: Of mouse and man." *The Gutenberg elegies: The fate of reading in an electronic age*. ← whoever chooses this should also read an <u>NPR story on ebooks</u> and other things they can find! **Also read / watch:** ● Chayko, Mary. (2017). Chapter 2: Creating the Internet Age. In *Superconnected: The Internet, digital media, & techno-social life*. ● SciShow. <u>How the Internet was invented</u> [video]. ● <u>Hypertext: An educational experiment in English and computer science at Brown University</u> [video]. ● <u>The Internet as it was in 1996</u> [video].
07 Feb 18 / 20	**Social Media Effects and Algorithmic Culture** ● Real vs. virtual vs. cyber vs. online vs. offline vs. digital vs. analog ● Hyper capitalism and making money through algorithms <u>How to Make Your First Chatbot</u>	1. Cohen, Elizabeth L., and Kowert, Rachel. (May 16, 2014). <u>Look Up exaggerates damages of social media</u>. *Scientific American*. 2. Kelly, JP. (Jan 29, 2018). <u>Algorithmic advertising and the perils of personalisation</u>. *Flow Journal*. (and for something more depressing: Pilkington, Ed. (Oct 14, 2019). <u>Digital dystopia: How algorithms punish the poor.</u> *The Guardian*.) 3. Bridle, James. (Nov 6, 2017). <u>Something is wrong on the internet</u>. *Medium.* **Also watch / read:** ● Confessore, Dance, Harris, and Hansen. (Jan 27, 2018). <u>The follower factory: Everyone wants to be popular online. Some even pay for it. Inside social media's black market</u>. *The New York Times*. ● Eudaimonia. (2016). <u>The medium is the message animated book review</u> [video].
08 Feb	**Privacy and Manipulation** ● Layers of meta-gaming	1. Wark, McKenzie. (2014). Losing is fun. In *The gameful world* (pp. 163-165). 2. Grassenger, Hannes, & Krogerus, Mikael. (Jan 28, 2017). <u>The data that turned the world upside down</u>. *Motherboard*. ← whoever signs up for this will need to find other articles to

25 / 27	● Cambridge Analytica and population manipulation	give us an update of what's happened since this article was published. (FB privacy breaches, Russian interference, right-wing conspiracies, oh my!) **Further reading:** ● Chen, Mark. (2014). A new definition for games: Meaningful play. ● Juul, Jesper. (2003). The game, the player, the world: Looking for a heart of gameness. Keynote presented at the Level Up conference in Utrecht, November 4th-6th 2003.

09
 	
Mar
3 / 5
	Fake News and Freedom
	Factitious
	
	Fake It to Make It
	
	Fake News
	
	Bad News
	
	Here's info on the Russian interference with FB, Twitter, etc. which ties into →
		1. Silverman, Craig, & Alexander, Lawrence. (Nov 3, 2016). How teens in the Balkans are duping Trump supporters with fake news. *BuzzFeed News.*
		    and
		  Meyer, Robinson. (Mar 8, 2018). The grim conclusions of the largest-ever study of fake news. *The Atlantic.*
		3. Molla, Rani. (Nov 5, 2019). The internet is getting less free. *Vox.*
		    and
		  Mackintosh, Eliza and Kiernan, Edward. (May 2019). Finland is winning the war on fake news. What it's learned may be crucial to Western democracy. *CNN.*
		Further reading / watching:
		● How Russian bots invade our elections. *The New York Times* [video].
		● How Russian trolls operate. *act.tv* [video].
		● Evaluating Information guide from UW Libraries
		● Inside the fake news factory of Macedonia [video].
		● Browne, Ryan. (Nov 25, 2019). Web creator Tim Berners-Lee launches plan to fix the internet. *CNBC.*

10 **Mar** **10 / 12**	**Dealing with Trolls and the Well-Played Life** ● Trolls and battling them through inclusive play	1. Duca, Lauren. (Jan 10, 2017). To trolls, with love. *Teen Vogue.* Duca, Lauren. (May 1, 2018). *Netizens* shows how cyberharassment is trivialized, especially for women. *Teen Vogue.* 2. DeKoven, Bernard. (2013). *The well-played game* (pp. 1-88). **Mark** Further reading: ● Malone, Noreen. (July 24, 2017). Zoë and the Trolls. *New York Magazine.*

COURSE RESOURCES AND MATERIALS

Digital and physical texts to play:

- *Depression Quest*. Zoe Quinn.
- *Save the Date*. Paper Dino Software.
- *Survivor's Guilt*. Matt Fieser.
- *Love Is Zero*. Porpentine.
- *Urs*. Christopher Hayes and Daniel Talsky.
- *Pine Point*
- *Wikipedia: The Text Adventure*
- Dieter Roth, Book AC, 1964

Books to research:
3. *House of Leaves*
4. *S*
5. *11th Hour*
6. *Griffin & Sabine*
7. *Meanwhile*
8. Julie Chen's work http://www.flyingfishpress.com/booksinprint/index.html
9. http://www.instructables.com/id/How-to-bind-your-own-Hardback-Book/

Sci-fi Series to binge:
- Black Mirror
- Electric Dreams
- Maniac
- The Big Hack

Resources on Twine:
- Tiny Game Design Tool
- Twine wiki
- How to Make Games w Twine by Anna Anthropy
- Ashwell, Sam Kabo. (2015). Standard patterns in choice-based games. *These Heterogenous Tasks* (Jan 26, 2015).
- Short, Emily. (2016). Small-scale structures in CYOA (Nov 5, 2016).
- Gamasutra's post-mortem list. ← use these as a guide for your post-mortems
- 10 Seminal Postmortems

Further readings/resources:

- [Connected Learning](#) / [Digital Media and Learning](#)
- [Network Society](#)
- [Moral panics](#)
- History of the desktop http://bestreviews.com/#reviews
- [The Fake News Show](#)
- Understanding Fake News https://jeaninefinn.me/2016/11/15/understanding-fake-news-in-2016-before-the-truth-gets-its-pants-on/
- How the Web Became a Thing https://www.youtube.com/watch?v=1UStbvRnwmQ https://www.youtube.com/watch?v=1CsPHKJWiw0

IMPORTANT DISCLAIMERS AND INFO

Late Policy:
Most of the activities for this course are done in teams or have certain milestones requiring you give and receive feedback from peers. As such, it's quite difficult to get the same experience if you turn in late assignments. They become meaningless if they arrive after someone was available to provide you with feedback. Meaningless work gets a zero grade. Late, but still meaningful, work gets at least partial credit, and you must let us know that you are still planning on doing it. If it's extremely insightful or proves that you've been thinking about the course topics deeply, full points are still possible. Also, extreme circumstances sometimes do occur, so if that happens, please let me know and we can figure something out. If you know something will come up during the quarter, let us know earlier rather than later.

Classroom Technologies:
Electronic devices are welcome and indeed necessary, **but PLEASE stay on task.** I'll trust you to do that and be disappointed if you don't. I'm going to assume you're adults, and we'll go from there. We'll be using Google docs for shared class notes, and *participation in co-creating the notes is highly recommended*.

A Note on Stress:
Success in this course depends heavily on your personal health and wellbeing. Recognize that stress is an expected part of the college experience, and it often can be compounded by unexpected setbacks or life changes outside the classroom. Your other instructors and I strongly encourage you to reframe challenges as an unavoidable pathway to success. Reflect on your role in taking care of yourself throughout the term, before the demands of exams and projects reach their peak. Please feel free to reach out to me about any difficulty you may be having that may impact your performance in this course as soon as it occurs and before it becomes unmanageable. In addition to your academic advisor, I strongly encourage you to contact the many other support services on campus that stand ready to assist you.

Again, thanks for reading this syllabus. I know it's a lot, but it's important. If you email me with your name, this course, and an image of a cat, you'll get 2 extra credit points. If you email me later in the quarter asking for help and the answer is in the syllabus, I'll respond with an image of a cat.

Student Conduct:
The University of Washington Student Conduct Code (WAC 478-121) defines prohibited academic and behavioral conduct and describes how the University holds students accountable as they pursue their academic goals. Allegations of misconduct by students may be referred to the appropriate campus office for investigation and resolution. More information can be found online at
https://www.washington.edu/studentconduct/

You are responsible for knowing what constitutes a violation of the University of Washington Student Code, and you will be held responsible for any such violations whether they were intentional or not.

Academic Integrity:
The University takes academic integrity very seriously. Behaving with integrity is part of our responsibility to our shared learning community. If you're uncertain about if something is academic misconduct, ask me. I am willing to discuss questions you might have.

Acts of academic misconduct may include but are not limited to:
- Cheating (working collaboratively on quizzes/exams and discussion submissions, sharing answers and previewing quizzes/exams)
- Plagiarism (representing the work of others as your own without giving appropriate credit to the original author(s))
- Unauthorized collaboration (working with each other on assignments)

Respect for Diversity:
Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor at the heart of university education. In IAS and at UW Bothell, students are expected to:
- respect individual differences which may include, but are not limited to: age, cultural background, disability, ethnicity, family status, gender presentation, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status, and veteran status.
- engage respectfully in discussion of diverse worldviews and ideologies embedded in course readings, presentations, and artifacts, including those course materials that are at odds with personal beliefs and values.

Students seeking support around these issues can find more information and resources at http://www.uwb.edu/diversity.

Religious Observance:
Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at Faculty Syllabus Guidelines and Resources. Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form available at: https://registrar.washington.edu/students/religious-accommodations-request/

Access and Accommodations:
Your experience in this class is important to us. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.
If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 425-352-5307 or uwbdrs@uw.edu. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s), and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

Health and Wellness Resource Center
Is balancing life, work, and college getting in the way of your success? Are you looking for support but aren't sure where to go? The Health and Wellness Resource Center (HaWRC) is a one-stop hub connecting UW Bothell and Cascadia students with on-campus and community resources to help you thrive. Through a partnership with the United Way Benefits Hub, we provide resource connections, financial coaching and assistance, and public benefits enrollment. Learn more at https://www.uwb.edu/arc/hawrc, or visit us in ARC-120.

Parenting Student Resources:
Parenting students are encouraged to take advantage of the resources provided on campus. These resources include the Parent Union at UWB, the Childcare Assistance Program, priority access at Bright Horizons Bothell and Bothell KinderCare; and back-up/sick care at one of these locations. On campus resources include lactation rooms and baby changing stations. For additional information about resources for parenting students visit https://www.uwb.edu/studentaffairs/resources/student-parents, contact the Parent Union on Facebook: https://www.facebook.com/PUUWB/ or by email: alicelp@uw.edu.

For Our Veterans:
If you are a student who has served in our nation's military forces, *thank you* for your service. I hope that you feel comfortable enough to confidentially self-identify yourself to me so I can help you make a successful transition from the military to higher education.

Safety:
Call SafeCampus at 206-685-7233 anytime – no matter where you work or study – to anonymously discuss safety and well-being concerns for yourself or others. SafeCampus's team of caring professionals will provide individualized support, while discussing short- and long-term solutions and connecting you with additional resources when requested.

Inclement Weather:

Please check if the campus may be closed due to weather. Information on suspension of operations will be made public and available through the media. Students can learn of campus operations status from the website or by calling the Campus Information Hotline 425.352.3333. You may also sign up with an alert system that will contact you via email or text message if classes are canceled. For more information on the alert process, please see http://www.uwb.edu/alert. Class activities will be rescheduled as needed.

Student Support Services:
- Library: http://library.uwb.edu, 425-352-5340
- Writing and Communication Center: http://www.uwb.edu/wacc, 425-352-5253
- Quantitative Skills Center: http://www.uwb.edu/qsc, 425-352-3170
- Student Success and Career Services: http://www.uwb.edu/studentservices/success-services, 425-352-3776
- Student Counseling Services: http://www.uwb.edu/studentservices/counseling, 425-352-3183

IAS Learning Goals:
Undergraduate students in all majors within Interdisciplinary Arts & Sciences (IAS) focus on five core learning objectives: collaboration and shared leadership; critical and creative thinking; diversity and equity; interdisciplinary research and inquiry; writing and communication.
- **Collaboration and Shared Leadership:** IAS students develop their collaboration and shared leadership abilities by learning to work with others to identify dimensions of a project, generate and refine ideas, follow through on the consequences of collective decisions, and pursue specific tasks without losing a sense of the whole. As part of this process, they learn to assess and draw on group members' diverse histories, strengths, and potential contributions. They develop skills in listening, mediating conflict, playing different roles, and reflecting on the outcomes of collaborative work. Students learn different ways of managing groups, communicating effectively and respectfully across differences, and reflecting critically and creatively on collaboration processes.
- **Critical and Creative Thinking:** IAS students develop their critical and creative thinking abilities by learning how to identify assumptions, and to work out how those assumptions inform results. They assess multiple perspectives, with an eye to understanding why and how they differ, and developing the capacity to engage in controversy productively. Students learn to identify central questions or concerns informing other work, and to develop their own work with an awareness of their own social positions and clear animating questions. Students develop a range of skills in interpretation, analysis, argumentation, application, synthesis, evaluation, and reflection.
- **Diversity and Equity:** IAS students develop their ability to live and work within and across diverse communities composed of multiple intersecting identities. Learning from the lived experiences, creative expressions and intellectual perspectives of historically-marginalized groups, students recognize and name historical and cultural relationships between power, knowledge, and difference. They develop the confidence and skills needed to transform unequal relations of power ethically and self-reflexively in order to foster greater equity.
- **Interdisciplinary Research and Inquiry:** IAS students develop their ability to assess and conduct interdisciplinary research by engaging with and across multiple areas of knowledge and kinds of inquiry. They learn to think critically and creatively as they develop research questions, pursue them with appropriate sources and methods, and present results in a form suited to their purpose and intended

audience. In this process, they learn to position their own work in relation to other research literatures and methods of inquiry, and in relation to relevant debates and diverse social contexts.

- **Writing and Communication:** IAS students develop their writing and communication abilities by advancing an awareness of the interconnected relationships between purpose, audience, author and context. They learn to communicate their purposes effectively to diverse audiences through writing, presentations, and other media, and to use a range of evidence, both qualitative and quantitative, to develop ideas and support claims in ways that best serve their needs. As part of this process, they develop the ability to indicate clearly and self-reflexively the ways their specific acts of communication relate to the work of others.

IAS Portfolio:

Student majoring in any degree offered by IAS begin the process of creating a capstone portfolio in BIS 300: Interdisciplinary Inquiry and conclude it in BIS 499: Capstone Portfolio. IAS students should maintain an archive of all of the work they have done in (or in relation to) their undergraduate education, preferably through their UW Google Site. For more information about the IAS portfolio, visit the IAS webpage: http://www.uwb.edu/ias/iasdegreeportfolio. For help on the technical or rhetorical development of your IAS portfolio, visit the Writing and Communication Center (www.uwb.edu/writingcenter or 425-352-5253) or Learning Technologies (learningtech@uwb.edu or http://www.uwb.edu/learningtech/eportfolios). You can also get help from a student tutor in the campus's Open Learning Lab in UW2-140.

Syllabus Revisions:

This syllabus is subject to change during the quarter to accommodate the needs of the class. You are responsible for all materials, updates and announcements covered during class sessions. I also expect you to use your UW email account regularly and to participate in the online discussions so that I can communicate with you between classes.

Syllabus Academic Freedom Statement:

Academic freedom is the principle that scholars have the right - without repression - to teach, conduct research, and/or disseminate ideas, even those that are not widely accepted or convenient, with the primary goal of truth-seeking. This is central to the mission, goals, and values of the academy and is a core principle of academia. As the American Association of University Professors (AAUP) states, "institutions of higher education are conducted for the common good…The common good depends upon the free search for truth and its free exposition." This course is based on the most recent and relevant research and scholarship in this discipline and in related fields. Although some of the ideas expressed within this course may not be convenient or fit within your worldview, they are grounded in rigorous and informed study.

Our goal is to have deep, informed, and lively classroom debate and discussion. Students MUST provide logical, rational, and evidence-based argumentation. To be entitled to have your views treated as serious candidates for the truth, you must present evidence for your statements. All "opinions" should be backed up with logical argumentation and evidence with the purpose of seeking truth toward the common good.

Presentation of Reading Topics

Each week, different groups of 2 or 3 students will present topics from one of the readings. This means covering a brief summary (main thesis and logical argument) PLUS commentary and thoughts and a more comprehensive overview of the topic represented in the reading (by finding other articles and/or videos to share). Include information and history of the author, show us videos, have us do an in-class activity, and prepare discussion questions, which will be posted to our online discussion.

You MUST COLLABORATE on the presentation with the other students who've signed up for the same reading. This means getting together early to figure out how you're going to communicate and coordinate and to agree on the work. Each presenter needs to work together on all aspects of the presentation; DO NOT just divide up the work and then not talk to each other.

Signing Up for a Reading to Present
On the syllabus, the readings are listed per week. Each one that is NUMBERED is one that will be presented in class. Students should sign up for one of those readings. Limit 3 students per reading until all of them have 3.

How to Prepare for Presenting
The first task is to **create a Google doc to write an outline together** and share it with Mark and the peer facilitators to get feedback. **Email or message us in Slack when it's ready to look at!** This document must have:
- an outline that gives a rough idea of what each slide or section of your talk will be about
  - For each rough section, include what you'll actually say, not just a description of what you'll say. For example, writing "Slide 2: Author Bio" is not what we're looking for. Instead, we want the actual content such as "Slide 2: Tracy Fullterton, Professor at USC, Author of *Game Design Workshop*" etc.
- a written paragraph reflection from each student that covers what stood out for you from the reading and what you think should be emphasized in the presentation
- an indication for who will be doing the work. Maybe you want to assign different slides to different team members, which is fine. Or maybe one person is in charge of finding photos and doing the aesthetics of the presentation while someone else is in charge of filling in the content. That's fine, too. However, every team member must okay and vet each section, and there should be an overall main aesthetic to the visuals as well as a logical flow through the whole presentation.

Each student should show evidence of working on this in the Google doc unless you explicitly let us know that you're working side-by-side on one person's computer.

Then create and go through multiple iterations of visual aids for your in-class presentation. (Google Slides is preferred since we can comment on them and you can work on them

simultaneously.) We'll also give you a list of things you should pay attention to as you digest the readings and prep your talk.

Also, if you do use a slide deck, please write exactly what you'll be saying in each slide in the speaker notes. If you're not doing a slideshow, plan on sharing a script of what you'll say, too. We want to try to provide a standalone presentation that people can refer back to and get the same info.

Be creative and show videos or whatever you want to make your presentations engaging. Also, remember to have fun! We're doing this so that every student has practice giving presentations. We'll be providing feedback, and, ideally, each week will be better as the whole class learns together.

It seems to work really well to identify a couple of quotes that get at the heart of the reading or topic and then highlight them in your slides and talk about what they mean and why they're important.

CHALLENGE: Try to make it humorous and throw in a joke or a pun related to your topic! Go meme heavy if you want!

That said, not EVERYONE needs to be physically presenting equally. It's up to teams how you want to divide up the work, and you can choose to specialize if you want. Maybe someone is an awesome graphic designer so they will concentrate on the visuals while someone else is good at public speaking and will be doing most of the talking. That's fine, so long as everyone feels like they're putting in their fair share of the work.

Presenting

Remember, if you're not having fun, chances are high that we're not having fun. Pretend we're just a bunch of friends talking about something around a table at a cafe or something. Find something interesting in the reading's topic that you want to discuss with us, and try to be relaxed but project and enunciate well. It's okay to have questions; you don't need to be experts of the reading topics, just knowledgeable about your particular reading and some other research you've done, and then we'll just chat about it, k?

After Presentation

Remember to post a very short summary of what you presented and your two questions onto the week's Slack channel. Also remember, you don't have to answer questions from your week, but you are still expected to hop into other people's threads and continue their conversations.

If you worked on a team for the presentation, please also fill out a team evaluation and send it to Mark either via email or Canvas. Just use the same template that we're using for the main team projects.

Team Evaluation Template (copy paste this and submit via Canvas)

If you did not work on a team for this presentation, just sent a quick note on how well you thought it went and if there were any particular struggles during the week while creating it.

General Tips for Presentations and Timeline:

- Use keywords/phrases; don't use sentences.
- Only have one topic per slide. In your outline, just one topic per bullet.
- Use lots of visuals to illustrate your points.
- Construct a logical argument or flow for your talk, not just a monotonous list of what the reading covered.
- Cover extra stuff you find related to the reading.
- Speak clearly and loudly.
- Add jokes, memes, or other humorous content to keep us engaged (if appropriate).
- Your primary focus is trying to figure out if everyone in the class understands the reading and your extensions to the topics.

Deliverables	Due	Points
Share a draft of the group's presentation outline in Google docs with Mark and the peer facilitators. This needs to have some cohesive argument and logical flow from point to point so that we can follow what you'll be planning to present. This should also have a short reflection from each team member about their takeaways from the reading.	Tuesday at midnight the week before the presentation	3
Share a draft of the presentation slides or other visuals for feedback.	Friday at midnight	2
Revised visuals	Sunday at midnight	1
In-class presentation	Tuesday	2
Post a short summary and your two questions to the discussion board.	Tuesday at the end of class	1
Each team member email Mark a team evaluation, using the template found in our Team Drive.	Tuesday at midnight	1

236 Online Discussions

Thoughtful writing about complex topics demonstrates a level of mastery and understanding as well as the ability to critically engage with the material in a way that's meant to result in more questions than answers. In order to practice this, we have two separate but related types of weekly writing assignments around the weekly topics: 1) answering Pre-Presentation Questions, and 2) engaging in online discussions on the communication platform Slack.

Writing well takes time and practice. It's a skill that you can develop and become better at no matter your current skill level. And, these days, there's actually a lot of support, both social and technological. Take advantage of **UWB's writing center** and use a grammar checker like **Grammarly**. This is especially true for students who are not native English speakers. I expect some level of grammar edits and spell checks in your posts. Another tactic is to get friends to read what you post before posting! That said, I DO NOT generally grade on grammar. I'm interested in your ideas and your ability to express them adequately. Do not stress over perfect English!

*It should go without saying, but whenever you copy someone else, you need to attribute the original author. You can quote them and then explain how their quote is related to the ideas you're trying to express. Do not quote them without crediting them and letting us know where to find the original source. Not crediting them makes it look like you're trying to pretend that you wrote it, which is plagiarism. Also, do not hire someone to write for you. For this course, that's just a waste of money in addition to being another form of academic dishonesty, requiring reporting to the main UW office.

Pre-Presentation Questions
(in Canvas, due every Monday for all students)
Each student is expected to read/watch each week's list of required materials before class presentations and then answer the pre-presentation questions in Canvas. The questions are mostly meant to make sure you do the readings so they'll mostly be factual or comprehension questions. Your answers do not need to be super detailed, but they should have enough thought put into them so we can tell that you're critically engaging with the readings.

If you are not familiar with Bloom's Digital Taxonomy, check out the image on this website: https://www.niallmcnulty.com/2017/11/blooms-digital-taxonomy/

For Pre-Presentation Questions, we're just asking questions to make sure you've done the reading. It's low on the taxonomic scale. For the online discussions (discussed below), try to get as close to the highest level as you can!

While reading, please use Hypothes.is to annotate and comment on the readings, asking questions, adding clarification, and/or generally posting reactions. **Use the #bis236 tag while using hypothes.is! Doing so earns up to 3 extra credit points for the whole quarter, depending on amount of use.**

Here's a handy [how-to guide for using Hypothes.is](#)!
Tip: You can see all comments using this tag at: https://hypothes.is/groups/4Z65BydB/bis236

Weekly Responses and replies
(in Slack, due Monday after presentations)
Students are expected to participate in online discussions about the reading topics on the discussion platform Slack. We use Slack because it does a better job than Canvas and is also a useful skill to have for after you graduate since it's what most tech and media companies use. It seemed hypocritical of me to have you all not practice using standard media platforms in a course about interactive media. Each week, students must post at least once, worth 2-3 points.

For the first point, you can:
- post a response to at least one of the presenter questions with something substantial. You may opt to combine questions and/or relate questions to previous weeks, too.

OR

- post in someone else's response thread in a meaningful way, adding to the discussion, that clearly demonstrates an understanding of the readings.

For the second point, students must include:
- a quote from the week's reading that best exemplifies the post's argument with an explanation of how it does so. **Be explicit about page numbers, timecodes on videos, etc.** *Challenge: Try to pick a quote that someone else hasn't used.*

OR

- a quote from an outside source such as a news article or to one of the other readings in the course's other weeks. **Provide a link to the source and provide page numbers, etc. for the quote.** The idea is to connect ideas to each other, further extending themes, etc.

The post is due on Monday at midnight, but if you post by Thursday at midnight, you get an extra credit point (maximum of 3). This is to encourage people to post early so that there's enough content for others to reply.

Here's a good guide to critical thinking:
https://www.kent.ac.uk/learning/documents/student-support/value-map/valuemap1516/criticalthinkingandwriting171015alg.pdf

- Please highlight your **"quotes in bold."** (In Slack, do this with ***asterisks***.)
- Tip: If you are @tagged and asked a question in a thread, you are expected to reply!
- Slack's useful how-to pages: https://get.slack.help/hc/en-us/categories/200111606

Interactive Hybrid Story/Artifact from the Future About Climate Change and Mental Health

Imagine a far future society, say 500 years from now. Maybe they live in a future like that portrayed in Star Trek; the Earth is generally pretty nice, and they live in abundance. Maybe they're robots that have taken over, like in the movie A.I., and humans are long gone. Or maybe it's something in between. In any case, they're archeologists, and they find an artifact that our grandchildren have created 50 years from now. The artifact can be interacted with and tells a story about what life is like 50 years from now after surviving climate change and political turmoil, and, specifically, how people dealt with or suffered through mental health issues exacerbated by the crises. The artifact also crosses multiple mediums both physical and digital. What would that artifact look like? Would it be a book, a box, a puzzle, or all of that, or none of that? How does the digital medium work? Would it be an interactive story, a collection of different websites, an electronic gizmo, or what?

This artifact is what you'll be creating this quarter -- a hybrid (digital plus non-digital), interactive art book/object that tells a story of what life is like 50 years from now as discovered by archeologists 500 years from now. This story has to include hints or evidence or clues about how we survived (or didn't)… rising waters, global warming, extreme weather, war, famine, economic disparity, displacement and refugees, political power grabs, all of that. Good luck! :)

An example might be a set of postcards that can be shuffled in any order, reconfiguring a different story each time, that is a diary of a young kid who lived 40 years from now in a post-apocalypse, and the postcard "book" could integrate with a digital game component that asks readers to further explore choices that affect the overall telling of the story. The text on the digital component can start off as gray and small and become bigger and with more contrast the more you interact with it, thereby making the reader's voice louder and more powerful. Alternatively, maybe through different paths in the story, the text could fade into oblivion.

Central to this course are the questions: How do different forms of interaction and mediums afford us different things? How do these new configurations change or affect us as humans? and Can we deliberately design empowering interactions or imagined technologies that suggest potential futures? In other words, what kinds of (possibly new) meanings can be derived from different types of media interaction? and What new forms of narratives or stories can we tell through different interactions?

Teams of about 4 students will work together for this project, and it is imperative that they figure out how to work together well almost immediately. Each assignment is a group assignment unless otherwise noted. However, grading will be done by individual student, and, to help with that grading, students will be doing team evaluations and periodic reflective write-ups on Google docs.

Tips for good teamwork [from Google](#):
- Make sure everyone is talking at roughly the same amount of time.
- Try to develop high social sensitivity, by reading each other's' moods and emotions.
- Situational and teammate awareness is key for coordinated action.
- Be generous when there's friction or silence. First, assume the best in everyone, then work from there to overcome work and communication issues. Become friends and share personal information to create psychological safety.
- Also, work on [curbing defensiveness](#).
- Remember, often [the quiet ones have brilliant ideas](#).
- https://www.lollydaskal.com/leadership/overcome-these-obstacles-and-build-an-effective-team/

Note: You need to meet early and often to make this group project successful. Also, remember to keep careful documentation! Take photos and videos, take notes in meetings, keep records of what happened and why those things happened!

For each assignment, make sure each item in the bullet list is satisfied, but don't just use the bullets as section titles. Instead, either write a more formal document that includes each item, or, if you use the bullets as sections, rewrite the headings. Provide context and details, and write for a general audience who may not be familiar with the course assignment.

Tip: A great flowchart tool to use for collaborative interactive storytelling is [LucidChart](#).

		1
Assignment 0: Team Contract We will form teams during the first week of the quarter, finalized on Thursday of the second week. Each team must create a channel in Slack to use for the rest of the quarter. Each team must also fill in a [team contract/plan](#) and contact list so you all can reach each other during the quarter.	*Due Thursday Jan 16* *(Week 2)* ● Set up communication channel and invite everyone ● [Contract/Contact Info](#) We'll basically do all this in class.	

Assignment 1: Art Book Review Each team will go to the UWB library and examine the collection of art books, picking one or more to review. The review is to be done in one Google doc that includes: ● a description of the book(s) topics and interactions, ● photos or illustrations showing how the book works, ● why the team chose the book(s), and ● from *each* student a short reflective paragraph that covers their thoughts on the book they reviewed, how the team is working, and ideas for the project as a whole.	*Due Thursday Jan 23* *(Week 3)* ● Art Book Review = 2pts ● Individual reflection = 1pt	**3**
Assignment 2: Idea Pitch Each team will write **a one-page idea in our Google Drive** for a hybrid artifact to work on for the quarter that includes: ● an idea for an artifact related to surviving climate change, ● a description of the physical interaction, ● a description of the digital interaction (and how it relates to the physical), and ● how the interaction is meant to explore the themes from the topic. Each team will then present (aka pitch) this idea to the rest of the class. You can either just project your doc or prepare a slideshow to help give the presentation. From here on, the team is expected to do some research about the world they're trying to depict. Find some articles about what the future is likely going to be or gather inspirational sources for the project and keep a good record of what the resources were.	*Due Tuesday Jan 28* *(Week 4)* ● Initial idea doc = 2 pts ● Presentation = 1 pt ● Team eval 1 (individual) = 2 pts **Team Evaluation** We'll also ask each student to submit in Canvas a quick check-in on how the team is doing overall and how each other member specifically is doing. Use this **Team Evaluation Template**. The evaluation is a chance for you to be hyper critical of the process so far with an eye towards improving your team culture. Reflecting this way is an invaluable skill, and you all should share with each other when appropriate to try to coordinate and communicate better as a team. This is worth more than just one point for a reason; it should demonstrate thoughtful reflection on your team.	**5**

Assignment 3: Presentable Prototype Artifact

Teams will update their Google doc with their idea pitch with a new section that includes:

- updated description of story/artifact experience,
- **a one-page narrative backstory** for the history and lore of what it's world is like and how it is found,
- a list of resources or research the team has made on their chosen topic with a sentence (or more) written for each resource explaining what it is and how it helped,
- details about the making of both the physical and digital portions of the artifact experience including photos and screenshots of each step if possible,
- a sketch or illustration or storyboard or flowchart or outline of the overall artifact and elements that shows how someone is meant to interact with it, and
- a reflective paragraph from each team member about their role in the creation and how they think the project is going and what they've learned so far, including a description of issues that have come up or explorations that the team has had to make and any specific personal issues and actions. Be mindful when you write this and include detail, not generalities!

Doing the above will earn 5 points. Doing it well will earn 6. Individual grades will be adjusted by individual effort.

An excellent example is from a previous student project Spill Your Tea: https://groupfourspring201.wixsite.com/spillyourtea/5th-project

Due Tuesday Feb 18
(Week 7)
- Write-up = 5-6 pts
- 5-min presentation and prototype = 3 pts
- Team eval 2 = 2 pts

Each team will also do a 5-minute presentation and bring in an interactable prototype version of their story/artifact that tests features of their interactions. It does not need to be complete, and any written text and art can be rough or placeholder; we just need enough to understand how the whole thing will work so we can provide feedback about making the design better. The prototype should include:

- a working version of the whole experience including both the physical and digital interaction and
- a clear relationship to course themes and what life is like 50 years from now.

In addition, each team should prepare at least one specific question you want the rest of the class to think about to help you make your story/artifact better.

The presentation should be semi-formal and can be done by either showing off the website or through a prepared slideshow.

10-11

Assignment 4: Feedback and Response We will all provide feedback and notes to each other during the prototype presentations. Each student is expected to give feedback on a minimum of two other projects for 2 points each. Additional feedback will garner 1 extra credit each up to an additional 3. We'll provide feedback templates, and, generally, we're looking for good in-depth feedback, not short unhelpful answers. Each team will then copy/paste the feedback in their Google doc and then **categorize and clump and/or sort the responses**. Then teams will write a summary of what the feedback generally says and then provide some thoughts on how to refine the story based on that feedback.	*Due Thursday Feb 20 and Tuesday Feb 25* *(Week 7+8)* ● Feedback (individual) to be done in class during prototype presentations = 2 ptx x 2 + extra ● Summary of feedback and possible responses posted to website = 2 pts	**6-9**
Assignment 6: Refined Story/Artifact and Documents We will interact with each other's artifacts during the last week of class after each team does a 5-minute presentation of their project. This must include: ● refinements from the prototype that demonstrate further effort in making the artifact better and more cohesive, ● refinements to the backstory for the future that the artifact inhabits, ● a well-proofed complete story/artifact, ● final presentable art and other media, and ● some final cohesive form that is how it's discovered or preserved by future archeologists (ie., make a box or bind it or something so it's all one object). Beyond the working interactive hybrid story/artifact, teams will also provide a final update to their Google doc that includes: ● the final description of the artifact experience and how it works and if this is different than with the prototype, ● a debrief of the initial design goals, how they relate to surviving the future or what the future is like, and how well you met them,	*Due Tuesday Mar 10 and Tuesday Mar 17* *(Week 10 and Finals Week)* ● Finished interactive artifact (ready for class) = 3 pts ● Final document with reflection, etc. appended to Google doc due finals weeks = 5-6 pts ● Website to showcase project = 3 pts ● **Team Eval 3** = 2 pts **An exemplar of reflective writing in a debrief:** ● Spill Your Tea (Wix) When I think of documentation, in my mind, I'm thinking about a behind-the-scenes look at what's been going on and how.	**13-14**

- a reflection on whether you succeeded with your various physical and digital forms of interaction, - a video or slideshow of the story/artifact in action and/or provide a download link to PDF files or instructions on how to recreate the experience, and - reflective notes on the design **from each team** member like with the prototyping update.		

Final websites

Each team will create a website to showcase their project. The website must include:

- an intro or splash page featuring a hook into your project,
- details about your artifact and how it works,
- an artists' statement about what you intended to do and how the design meets the goal,
- a page or section that describes the team, gives interesting information on each member, and describes what their roles were during the quarter and why,
- all placeholder text that came with the website template deleted,
- anything else you think would make the website and project look polished and professional (like it if makes sense to put in the narrative backstory somewhere or link to other resources or whatever).

Website creation tools to consider are WordPress, Weebly, Wix, or other quick creation sites OR google sites OR custom html. **We highly suggest using Wix** since it integrates well with Twine, an interactive fiction platform that you might decide to use. When in doubt, just ask us!

Check out: https://themeisle.com/blog/wix-website-examples/

Sample websites from previous classes:
- In the Days Before (WordPress)
- Wizard Cats (Wix)
- Woodland Wintering (WordPress)
- How to Connect (Wix)
- Spill Your Tea (Wix)