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# TUT 100-16

## Still Bored? The Golden Age of Board Games

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### Overview

Every Tutorial is structured around a unifying theme. For us, that theme is board games. The real purpose of the class, however, is to prepare students for success at Grinnell College. Specifically, Tutorial is designed to develop students' ability to:

- write effectively
- read critically
- present effectively
- participate in discussions
- find, evaluate, and use information from a variety of sources

In addition, the course will help students to understand and internalize Grinnell's academic honesty policies and practices. In short, the goal of tutorial is to prepare first year students for academic success at Grinnell.

### Required Materials

Banks, I. (2013). *The Player of Games*. London: Orbit.

Additional Readings may be placed on reserve in the library or posted to PWeb.

### Evaluation

Grades in this class will be based on 5 writing assignments, 2 presentations, attendance, participation, and the discussion questions you will pose in response to readings throughout the semester.

- 50% - Writing Assignments
- 20% - Presentations
- 20% - Attendance and Participation
- 10% - Discussion Questions

### Time Expectations

Students should expect to spend 2 hours working on assignments for this course for each hour of course time.

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HSSC S2311 - T,Th 8:00 – 9:50

Instructor: Logan Lee

E-Mail: leelogan@grinnell.edu

Phone: (641)269-4015

Office: HSSC S3348

Office Hours: Monday: 9:00 - 10:00 AM

Tuesday: 10:00 – 11:00 AM

Wednesday: 3:00 – 4:00 PM

Thursday: 4:00 – 5:00 PM

and by appointment

Writing Mentor: McKenna Doherty

E-mail: dohertym@grinnell.edu

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### Due Dates

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#### August 29<sup>th</sup>

Game Review – First Draft

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#### September 9<sup>th</sup>

Game Review – Final

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#### September 30<sup>th</sup>

Research Paper – First Draft

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#### October 7<sup>th</sup>

Research Paper – Second Draft

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#### October 8<sup>th</sup>-10<sup>th</sup>

Student Presentations

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#### October 14<sup>th</sup>

Research Paper – Third Draft

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#### November 4<sup>th</sup>

Research Paper – Final

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#### November 11<sup>th</sup>

Game Narrative – First Draft

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#### November 18<sup>th</sup>

Game Narrative – Final

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#### November 19<sup>th</sup> – 21<sup>st</sup>

Student Presentations

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#### December 4<sup>th</sup>

Rulebook – Final

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## Writing Assignments

A central goal of the course is to develop your writing skills. During the course you will write five papers which will vary in length and style. These assignments will be described in detail in class and in handouts. You will be asked to share drafts of papers with fellow students for peer editing and review. You will have the option (and, occasionally, a rewrite will be required) of rewriting any assignment in order to improve your work and its initial evaluation. All assignments must be turned in by 8:00 PM on the day they are due and should be e-mailed to both [leelogan@grinnell.edu](mailto:leelogan@grinnell.edu) and [dohertym@grinnell.edu](mailto:dohertym@grinnell.edu).

## Presentations

During the course you will present to the class twice. One presentation will be as part of a group and one will be individual. The first presentation will be filmed and you will evaluate your performance in a meeting with me. Our primary goal will be to improve presentation skills.

## Class Participation

Active student participation is crucial in this course. Students are expected to complete readings in preparation for class, attend class every day, and engage in discussion readily. In some cases, students may be asked to learn and/or play board games either before or during class. Students will also be expected to lead discussion (in conjunction with discussion question assignments).

## Discussion Questions

Throughout the semester, each student will be asked to construct sets of discussion questions. You will be expected to pose thoughtful questions on the reading or game to the class via e-mail for classroom discussion. Questions may concern assigned readings and games, theoretical issues central to the course, and related current events.

## Students with Disabilities

I strive to create a fully inclusive classroom; thus, I welcome individual students to approach me about distinctive learning needs. In particular, I encourage students with disabilities to have a conversation with me and disclose how our classroom or course activities could impact the disability and what accommodations would be essential to you. You will also need to have a conversation about and provide documentation of your disability to the Coordinator for Disability Resources, John Hirschman, located on the 3rd floor of Goodnow Hall (x3089).

## Academic Honesty

Grinnell College's Academic Honesty Policy is located in the Student Handbook available online at: <http://catalog.grinnell.edu/content.php?catoid=12&navoid=2537>. It is the College's expectation that students be aware of and meet the expectations expressed in this policy. In addition, in this course it is my expectation that students may collaborate on homework assignments but each student needs to individually hand in each assignment. If you have questions about what level of collaboration is acceptable on a particular assignment or about how a particular assignment relates to the College's policy I am happy to discuss the assignment with you in advance of the assignment's due date.

## Religious Holidays

I encourage students who plan to observe holy days that coincide with class meetings or assignment due dates to consult with me in the first three weeks of classes so that we may reach a mutual understanding of how you can meet the terms of your religious observance and also the requirements for this course.