I. COURSE DESCRIPTION
In depth examination of research that addresses the relationship between affect and learning as facilitated by technology.

II. PREREQUITE
Students must have the ability to access and use UNLV’s Web Campus learning management system.

III. KNOWLEDGE ADDRESSED
The knowledge of affect and technology addressed in this class includes:
- Theoretical overview of emotions and how they are measured.
- Research on the role of affect in interaction design and how this relates to digital learning environments
- Research-based examination of technology-based tools for teaching affect.
- Research-based examination of emotional design.

IV. PERFORMANCE EXPECTED
By the end of this course, it is expected that participants will:
- Respond to course readings via short reaction papers and active participation in-group discussions.
- Reflect on your participation and experience with how affect and emotion can be employed and/or studied within digital learning environments.
- Gain experience crafting simulated research conference proposals.
- Gain experience critiquing simulated research conference proposals.

V. OBJECTIVES
Students will be able to:
- Evaluate scholarly literature
- Critique scholarly literature
- Develop simulated conference proposals
- Critique simulated conference proposals

VI. COURSE FORMAT
Instructional or learning activities used in this course will be:
- Classroom discussions
- A range of individual and group learning activities
- Papers in the form of short or long reflections and research

VI. REQUIRED READINGS

For complete list of readings, see below under weekly schedule.

V. ASSIGNMENTS AND GRADING

Grading Policy

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Weekly Reflection Paper (10)</td>
<td>40%</td>
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<tr>
<td>Proposals (3)</td>
<td>30%</td>
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<tr>
<td>Proposal Critiques (3)</td>
<td>30%</td>
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Assignments:

**Weekly Reflection Paper**: This is no more than a one-page (single or double space) analysis of the weeks reading. DO NOT SUMMARIZE the article. Instead, breakdown the constructs presented in the articles, link them together, and explain how they relate to educational contexts. You must support your ideas with references from the readings.

**Proposal (3)**: Please design a persuasive proposal that one might submit to a conference for presentation. This 500–750-word proposal must include objectives (purpose), theoretical framework, methods, data sources, results (conclusions) and scholarly significance. A handout with the directions and rubric will be provided two weeks prior to the assignment.

**Proposal Critique (3)**: The purpose of the critique is to analyze the proposal in terms of objectives (purpose), theoretical framework, methods, data sources, results (conclusions) and scholarly significance. Each of the proposals will be blind review. A handout with the directions and rubric will be provided two weeks prior to the assignment.

VI. COLLEGE OF EDUCATION

POLICIES College Accreditation

Assignments completed for this course may be used as evidence of candidate learning in national, regional, and state accreditation reports of COE programs. Names and other identifying elements of all assignments will be removed before being included in any report. Students who do not wish their work to be used for accreditation purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation in the review of COE programs is appreciated.

VII. UNIVERSITY POLICIES

**Academic Misconduct**—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the [Student Academic Misconduct Policy](https://www.unlv.edu/studentconduct/student-conduct) (approved December 9, 2005) located at: https://www.unlv.edu/studentconduct/student-conduct.

**Copyright**—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: [http://www.unlv.edu/provost/copyright](http://www.unlv.edu/provost/copyright).

**Disability Resource Center (DRC)**—The UNLV Disability Resource Center (SSC-A 143, [http://drc.unlv.edu/](http://drc.unlv.edu/), 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor
in front of others to discuss your accommodation needs.

**Religious Holidays Policy**—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. **It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses**, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: [http://catalog.unlv.edu/content.php?catoid=6&navoid=531](http://catalog.unlv.edu/content.php?catoid=6&navoid=531).

**Transparency in Learning and Teaching**—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

https://www.unlv.edu/provost/teachingandlearning

https://www.unlv.edu/provost/transparency

**Incomplete Grades**—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is [https://www.library.unlv.edu/contact/librarians_by_subject](https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at [https://www.library.unlv.edu/](https://www.library.unlv.edu/).

**Tutoring and Coaching**—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit [http://www.unlv.edu/asc](http://www.unlv.edu/asc) or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

**UNLV Writing Center**—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are
requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.

Rebelmail—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars.

VIII. PROPOSED COURSE TOPICS AND READINGS

Introduction to Emotions


**Measuring Emotions**


**Emotions and Human Computer Interaction**


**Emotional Design**


**Emotional Regulation and Technology**


**Emotions, Behavior, and Technology**


Emotional Recognition and Technology


Empathy and Technology


Affective Learning Systems


Affect and Games


Affective Agents


**Emotion and Game Narrative**


