Journal 29

IDH2930 Section 29577
Time: Mondays, Period 4
Location: LIT119
Spring 2023

Instructors

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Course Description

Journal 29, by Dimitris Chassapakis, is a collection of original, escape-room-like puzzles centered around the mysterious disappearance of a team of excavators working on a confidential project. The book requires readers to submit solutions online in order to receive "keys" that they need to solve some subsequent puzzles. Students in this course will engage with the book through frequent collaborative puzzle-solving. They will also discuss elements of good puzzles, the importance of diversity on puzzle-solving teams, the role of a storyline in puzzle-based games, and the ways in which puzzle-solving and logic connect to careers in a wide range of disciplines. Additionally, students will use their experiences with the puzzles in Journal 29 to create their own themed puzzle book game as a class.

Required Textbook

Chassapakis, D. (2017). Journal 29. Rain Projects Software Developers LTD. ISBN-10: 1635871727

Students should also bring a phone or computer and a pencil to each class meeting.

Course Calendar

WEEK	GOALS	IN-CLASS ACTIVITIES	HOMEWORK ASSIGNMENTS
Week One	-review class expectations and assignments -get to know fellow puzzle solvers	-review syllabus -interschool puzzles (if extra time)	-obtain book -puzzle solver profile

Week Two	-orient ourselves to the book -start developing/exercising puzzle-solving skills	-puzzle-solving in small groups -sharing strategies and solutions	-2 assigned puzzles -puzzle-solving reflection #1
Week Three	-continue developing/exercising puzzle-solving skills	-students present answers to homework puzzles -puzzle-solving in small groups -sharing strategies and solutions	-2 assigned puzzles -puzzle-solving reflection #2
Week Four	-determine the role that diversity in thinking and in puzzle-solving groups plays in the puzzle-solving process?	-students present answers to homework puzzles -discussion of goal	-optional discussion post -2 assigned puzzles -puzzle-solving reflection #3
Week Five	-continue exercising puzzle-solving skills	-students present answers to homework puzzles -puzzle-solving in small groups -sharing strategies and solutions	-2 assigned puzzles -puzzle-solving reflection #4 -look over past completed puzzles from the book and think about what you liked/what you didn't like/what makes a puzzle "good" or "fair"
Week Six	-determine what makes a "good" puzzle -determine what distinguishes a challenging puzzle from an unfair puzzle	-students present answers to homework puzzles -discussion of goal	-optional discussion post -look through rest of book and start working on finishing it
Week Seven	-determine how to effectively incorporate a storyline into a puzzle book/activity -introduce puzzle-creation assignment	-discussion of goal -introduce project	-optional discussion post assignment -submit ideas for puzzle-creation project
Week Eight	-apply what you've learned to create a class puzzle book	-creating puzzles	-submit 5 puzzles -review two other students' puzzles

Week Nine	-apply what you've learned to create a class puzzle book	-creating/refining puzzles	-select/submit 3 puzzles that you want in the final book
Week Ten	-apply what you've learned to create a class puzzle book -collaborate to make individual work into a cohesive final project	-brainstorming/deciding on a storyline for the book -begin linking puzzles with key words and adding in the storyline	-Progress Check #1: Story Outline -work on finishing the book
Week Eleven	-apply what you've learned to create a class puzzle book -collaborate to make individual work into a cohesive final project	-link puzzles with key words and add in the storyline	Progress Check #2: Puzzle Connections -work on finishing the book
Week Twelve	-apply what you've learned to create a class puzzle book -collaborate to make individual work into a cohesive final project	-link puzzles with key words and add in the storyline	-final project submission -project reflection
Week Thirteen	-make connections between the puzzle-solving done in class and the problem-solving done in future careers -celebrate everyone's accomplishments and recognize their hard work on their puzzles	-puzzle sharing	-career reflection -puzzle-solving reflection #5

Weeks Fourteen and Fifteen are currently designated as Flex Weeks. They will be utilized if classes are canceled unexpectedly or if the instructors determine that an additional week is needed for a particular course activity. Please plan to attend class for all fifteen weeks until notified otherwise by the instructors and check Canvas regularly to ensure that you receive all important announcements regarding this class's meetings.

Assignment Descriptions

Puzzle Solver Profile: For this assignment, students will be responsible for writing a personal "puzzle solver profile" detailing their previous experience solving puzzles and participating in puzzle-solving games, their puzzle-solving strengths, and their reasons for taking a puzzle-solving course in college.

Puzzle-Solving Reflections: These assignments require students to reflect on the process of solving the assigned homework puzzles. Students will not be graded on whether or not they were able to successfully solve the puzzle. Instead, they will be graded based on whether or not they provide evidence of trying several strategies and thinking deeply about the puzzle in their reflections.

Optional Discussion Posts: These discussion forums are not required, but they give students the chance to share any additional thoughts they had about topics brought up during in-class discussions.

Puzzle-Creation Assignment: The puzzle-creation assignment is the major summative assessment in this course. It requires students to work as a class to put together a puzzle-solving game in a book using what they've discussed in class. Students will be provided with multiple class sessions to work on this assignment together. Additionally, students will also be required to regularly submit components of the project to ensure they are making sufficient progress. These components are described in more detail below.

- ***Puzzle-Creation Ideas:*** Students will submit ideas that they have for the puzzles they will create. Ideas can be fully-developed puzzles, rough sketches of puzzles, or components of puzzles, such as ideas for strategies to be used in the solutions.
- ***Puzzle Submissions and Peer-Reviews:*** Students will be required to submit at least five puzzles with clear solutions on Canvas within 24 hours after the class period dedicated to creating puzzles ends. Students will be assigned two classmates to peer-review puzzles for. Students should provide respectful feedback on both the strengths of their classmates' puzzles as well as potential ways to improve the puzzles.
- ***Puzzle Selection:*** Each student will select three of the puzzles they individually created that they wish to include in the final book and submit them.
- ***Progress Checks:*** Students will be required to submit written evidence that they are meeting important checkpoints on the puzzle-creation assignment.
- ***Final Product:*** Students will submit their final puzzle-game book for evaluation. The final product must include three puzzles from each student, a cohesive storyline, and a "key submission" method for playing similar to that used in Journal 29.
- ***Project Reflection:*** Students will reflect on how they drew upon key course concepts while working on their final projects as well as on the challenges that they faced during the process of creating the final project.

Career Links Assignment: Students will conclude the course by writing a reflection on what they learned through the course and how their learning can help them in their future careers or interests.

Participation: Each class period, the instructors will evaluate student participation according to the rubric included below. At the end of the semester, the lowest participation grade will be dropped. **Unexcused absences will result in a zero for that class's participation grade.**

Category	2	1	0
Preparedness	The student comes to class with all required materials.	The student comes to class with some required materials.	The student comes to class without any required materials.
Respect	The student treats peers, instructors, and alternate viewpoints with respect.		The student does not treat peers, instructors, and/or alternate viewpoints with respect.
On-Task Activity	The student actively participates in all class activities and discussions.	The student is occasionally off-task but is generally engaged in class activities.	The student is consistently off-task (doing homework, texting, sleeping, etc.).

Evaluation of Grades

Assignment	Percentage
Participation	25%
Puzzle-Solving Reflections (includes Puzzle-Solver Profile)	35%
Career Links Assignment	5%
Final Project	35%

Grading Scale

Percent	Grade
93.4-100	A
90.0-93.3	A-
86.7-89.9	B+
83.4-86.6	B
80.0-83.3	B-
76.7-79.9	C+
73.4-76.6	C
70.0-73.3	C-
66.7-69.9	D+
63.4-66.6	D
60.0-63.3	D-
0.0-59.9	F

Class Attendance and Make-Up Policy

Much of this class is dependent on in-class discussions and puzzle-solving activities. For this reason, attending class sessions is extremely important. Attendance will factor into your weekly participation grade. Excused absences are consistent with university policies in the Undergraduate Catalog (https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/) and require appropriate documentation.

Assignments should be handed in by their posted due dates on Canvas. Assignments will be accepted after the due date, but the grades on these assignments will be lowered by 10 percentage points for each day they are late unless prior approval has been given by a student instructor.

Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting https://disability.ufl.edu/students/get-started/. It is important for students to share their

accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Class Demeanor

Please observe general classroom etiquette (arriving on time, cell phones away, etc.). Students are expected to be respectful of each others' opinions in all discussions and to put forth their best effort in all class activities.

Materials and Supplies Fee

There are no additional fees for this course.

University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (https://www.dso.ufl.edu/sccr/process/student-conducthonor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructors of this class.

Online Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

Health and Wellness Resources

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu , 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.

University Police Department: Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

 UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Emergency Room and Trauma Center website](#).

 GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.