GAME
Scrabble

Board game in which players draw letter tiles with varying point values and combine to make words.

GAME
Clue

Board game in which players move through rooms of a house to gather clues and solve a murder.

GAME
Monopoly

Board game in which players earn income and compete to buy and improve property.

GAME
Checkers

A classic two-player board game; a player strives to move her tokens across the board and capture her opponent's tokens.

GAME
Chess

Ancient strategy board game in which a player moves pieces representing a medieval kindgom to capture her opponent's king.

GAME
Poker

A card game in which card a player bets that the value of her hand is greater than that of the hands held by others.

GAME
Blackjack

A card game in which the goal is to be dealt cards having a higher count than those of the dealer up to but not exceeding 21.

GAME
MadLibs

Players are asked to suggest words of a specific part of speech to fill in blank spaces in a story, usually with humorous results.

GAME
Go Fish

A card game in which players accumulate sets of 4 cards by asking for them from other players or drawing from the pool.

GAME
Charades

An action game in which one player acts out a commonly-known word or phrase for the other players to guess.

GAME
Life

A board game in which players travel through the stages of life and accumulate (or lose) income, families, etc. as they age.

GAME
Risk

A board game of strategy in which the goal is to conquer the world by moving armies around the map to invade opponents' countries.

GAME
The Sims

A digital game in which players create one or more people and houses for them, and guide them through jobs, relationships, etc.

GAME
Pac-Man

A digital game in which a player traverses a maze to consume all of the dots along the paths while avoiding colliding with enemies.

GAME
Tetris

A digital puzzle game in which varying shapes move from the top of the screen to the bottom; when a row is completely filled in it disappears.

GAME
Super Mario Brothers

A digital game in which a player progresses through levels by running, jumping, and defeating enemies in order to save the princess.

GAME
Othello

A board game in which a player places colored tokens and strives to trap her opponents' tokens in order to flip them to her color.

GAME
Uno

A card game in which players strive to match a card from their hand to the face-up card on the deck and be the first to discard all cards.

GAME
Battleship

A vertical board game in which two players seek to destroy the other's ships by recording guesses about their location.

GAME
Pokemon

A collectible card game in which creatures with varying strengths and weaknesses meet in battle.

Writing blog posts

- Length, formality, subject-matter requirements of posts can vary
- Students can add video, photos, or audio to posts

Commenting on blog posts

- Students can interact with one another via comments
- Comments can be on posts written by other students
- Comments can be on posts written by professor

Writing a collaborative document

- Students can develop a shared resource (like a glossary)
- Students and professors can work together on shared projects

Creating and posting video(s) online

- Videos can be uploaded to sharing sites such as YouTube or Vimeo
- Video can be embedded into blog posts

Taking photographs and posting online

- Photos can be uploaded to sharing sites like Flickr or Picasa
- Photos can be added to blog posts either individually or in slideshows

Recording audio and posting online

- Audio can be uploaded to sharing sites such as SoundCloud
- Audio can be embedded into a blog post

Working together to create an online map (e.g Google map)

- Students could visit places in the city, mark and describe on map
- Could analyze places from primary or secondary text and mark on map
- Students could create online maps of imaginary places or abstract concepts

Interacting with another class

- Could comment on posts written by other classes, even at other schools
- Could post on concepts from another class; other students could analyze & respond

Students creating and posting assignments for one another

- Students could pick best assignment(s), with reasons
- Students could complete student-created assignments

Leading a discussion using discussion forum

- Students can pose questions that weren't addressed in class
- Could suggest an online resource that helped them understand course material

Students contribute to an online resource (e.g. Wikipedia)

- Could draft course-related concepts to add to resource, edit as a class

Contributing to a public online discussion

- Comments can be added to an article in a local newspaper
- Comments can be added to a blog post
- Tweets can be included in a Twitter hashtag

Experimenting with a freely available online tool

- Tools could include Google Translate, Google Maps, Pixlr, etc.

Revising a previous blog post based on comments from someone else

- Comments can be from anyone in the class
- Students can create a new post or make revisions and re-post original

Finding and adding images to a blog post

- The image(s) should relate to the main ideas of the post
- Can use Creative Commons search to find images to use with attribution

Writing a blog post emulating the style of a particular website

- For example, unphotographable.com

Inviting industry professionals to comment on student work

- Experts in the field can provide feedback for work posted online

Creating and maintaining individual websites (separate from class site)

- Students can create their own sites for project work
- Students can add work to their ePortfolios

Using tags to organize information

- Introduces students to concepts of keywords for organizing information
- Can group together posts for an assignment, topic, or theme

Using materials (written, visual, audio) in the public domain

- Explore archives such as NYC Municipal Archives Online Gallery and Project Gutenberg
- Freely incorporate texts online alongside student work

Curating an online collection

- Create a gallery with captions and links to showcase projects and concepts
- The collection could be multimedia, including images, sound, video, and text

Converting materials from analog to digital and/or between different digital media

- Digitize written, drawn, or physically created classwork
- Create videos, radio broadcasts, photographs, 3D models to enhance or translate course materials

KNOWLEDGE
Breadth of Knowledge

- Value knowledge and learning.

KNOWLEDGE
Breadth of Knowledge

- Use the arts, sciences, and humanities as a forum for the study of values, ethical principles, ad the physical world.

KNOWLEDGE
Breadth of Knowledge

- Understand and appreciate the range of academic disciplines and their relationship to the fields of professional and applied study.

KNOWLEDGE
Depth of Knowledge

- Engage in an in-depth, focused, and sustained program of study.

KNOWLEDGE
Depth of Knowledge

- Pursue disciplined, inquiry-based learning in the major.

KNOWLEDGE
Lifelong Learning

- Show curiosity and the desire to learn.

KNOWLEDGE
Lifelong Learning

- Acquire tools for lifelong learning—how to learn, how they learn, knowledge of resources

SKILLS
Communication

- Communicate in diverse settings and groups, using written (both reading and writing), oral (both speaking and listening), and visual means, and in more than one language.

SKILLS
Inquiry/Analysis

- Derive meaning from experience, as well as gather information from observation.

SKILLS
Inquiry/Analysis

- Understand and employ both quantitative and qualitative analysis to describe and solve problems, both independently and cooperatively.

Inquiry/Analysis

- Use creativity to solve problems.

Inquiry/Analysis

- Employ scientific reasoning and logical thinking.

Information Literacies

- Gather, interpret, evaluate and apply information discerningly from a variety of sources.

Systems

- Understand and navigate systems.

Integrate Learning

- Resolve difficult issues creatively by employing multiple systems and tools.

Integrate Learning

- Make meaningful and multiple connections among the liberal arts and between the liberal arts and the areas of study leading to a major or profession.

Personal/Professional Development

- Demonstrate intellectual honesty and personal responsibility.

Personal/Professional Development

- Discern consequences of decisions and actions.

Personal/Professional Development

- Demonstrate intellectual agility and the ability to manage change.

Personal/Professional Development

- Work with teams, including those of diverse composition. Build consensus. Respect and use creatively.

VALUES, ETHICS, AND RELATIONSHIPS
Ethics/Values

- Transform information into knowledge, and knowledge into judgment and action.

VALUES, ETHICS, AND RELATIONSHIPS
Ethics/Values

- Assume responsibility for social justice.

VALUES, ETHICS, AND RELATIONSHIPS
Community/Civic Engagement

- Demonstrate social and civic knowledge.

VALUES, ETHICS, AND RELATIONSHIPS
Community/Civic Engagement

- Understand organizations and histories government in a global context.

VALUES, ETHICS, AND RELATIONSHIPS
Community/Civic Engagement

- Apply knowledge and analyze social, political, economic, and historical issues.

VALUES, ETHICS, AND RELATIONSHIPS
Community/Civic Engagement

- Show ability to contribute actively by applying knowledge to the identification and analysis of societal and professional problems to enact solutions.

VALUES, ETHICS, AND RELATIONSHIPS
Global/Multicultural Orientation

- Demonstrate expanded cultural and global awareness and sensitivity.

VALUES, ETHICS, AND RELATIONSHIPS
Global/Multicultural Orientation

- Discern multiple perspectives.

VALUES, ETHICS, AND RELATIONSHIPS
Global/Multicultural Orientation

- Demonstrate proficiencies and capacities in dealing with a diverse society.

VALUES, ETHICS, AND RELATIONSHIPS
Global/Multicultural Orientation

- Communicate across cultural and linguistic boundaries.