Professor Bonnie Ruberg, Department of Informatics

ICS60: Computer Games and Society
Fall 2017, Tues & Thurs 2:00 – 3:20, HIB 100

Welcome to "Computer Games and Society." This syllabus is an important document. It will be your handy guide throughout the quarter. Read it carefully and refer to it often. There is a lot of information here and you are responsible for familiarizing yourself with it all. Note: these policies are subject to change at the discretion of the instructors, but you will be notified of any such changes.

Course description:

Video games are arguably the most important artistic, cultural, and entertainment medium of the twenty-first century. Though many people still think of games as "just for fun," they are in fact inextricably tied to a wide variety of pressing social issues. Games do not exist in a vacuum; they shape and are shaped by the forces of society that surround them. Among the key topics that we will be exploring in this class are the relationships between video games as we know them today and: design values and creative expression, the game industry and indie game-making, games culture, identity and representation, social justice and discrimination, race, gender, sexuality, and other intersectional issues.

This course is designed as an introduction to the academic study of video games for students who are interested in going on to develop their own games, becoming majors in fields like media studies, or simply in learning more about the medium. The focus of the course is on gaining the knowledge and skills necessary to approach games through informed, critical lenses. Just because this is a course about video games does not mean that it is an easy class. Expect to be reading, writing, and participating each week. Many of us are here because we love games (your instructors included!). Let's work hard together to explore them with the rigor they deserve.

This class meets three times a week: Tuesdays and Thursdays for lecture, Wednesdays for discussion. Tuesday lectures will be delivered by the professor and will focus on key course topics. On Thursdays, our class will be visited by an exciting series of guest speakers who develop and/or study games professionally. Their talks will give you the opportunity to learn about a broad range of contemporary topics related to games and society. Time permitting, on Thursdays we will also be playing games together live in the classroom. In your sections, your TAs will discuss course topics in more depth, introduce important supplemental materials, and help you prepare for upcoming assignments.

Instructors & contact info:

Have a question but not sure which instructor to contact? First, check the syllabus; most of the answers you're looking for are here. Second, ask a classmate. The answer may have been given in class at a moment when you were distracted. If you still can't find the answer, email **the TA who runs your section**. Alternatively, if you are hoping to discuss a grade that you received on an assignment, contact **the instructor who graded your assignment** (often the reader). Only email the professor directly with non-logistical inquiries or with issues that you do not feel comfortable discussing with a TA.

Note that, while the professor is the lead instructor for this course, your TAs and reader are also highly trained professionals who deserve your equal respect. All of the instructors, including the reader, work as

a collaborative team. In your discussion section, your TA is the authority; when grading, the reader is the authority. Treat each of these instructors with courtesy and gratitude.

Professor Bonnie Ruberg, bruberg@uci.edu (you're welcome to address as "Bonnie")
Office: Donald Bren Hall (DBH) 5058, office hours: 10:00 – 12:00 Thursdays

Kat Brewster, TA, kbbrewst@uci.edu
Office: DBH 5089, office hours: 1:30 - 2:30 Wednesdays & 3:30 - 4:30 Thursdays
TA for discussion sections: 8:00 am (36741) and 12:00 pm (36743)

Amanda Cullen, TA, cullena@uci.edu
Office: DBH 5089, office hours: 1:00 - 2:00 Mondays & Wednesdays
TA for discussion sections: 9:00 am (36742) and 3:00 pm (36745)

Minnie Wu, TA, minniew@uci.edu
Office: DBH 5089, office hours: 5:00 - 6:00 Wednesdays & 12:00 - 1:00 Fridays
TA for discussion sections: 1:00 pm (36744) and 4:00 pm (36747)

Saloni Khasgiwala, Reader, skhasgiw@uci.edu
Office: DBH 5089, office hours: 12:00 - 1:00 Fridays

Student learning objectives:

-   Gain a general knowledge of key social issues that underlie the contemporary landscape of video games. Learn a shared vocabulary for discussing games in an informed, insightful way. Be able to identify and articulate the interplays between cultural issues and games.

-   Learn to understand video games through academic, analytical, and cultural lenses. For those interested in becoming game designers or engineers, these perspectives will strengthen your development skills by making you a more informed creator and a more desirable collaborator.

-   Open your mind to different ways of thinking about video games. Hear from a wide variety of scholars and makers who each bring a unique perspective to the study of games and society. Try games and consider critiques you may otherwise have overlooked.

-   Become a strong critical thinker, not just a strong player or an avid fan. Writing about games and formulating your own informed interpretations is an important step to becoming a good game-maker or scholar.

-   Prepare yourself to succeed during your time at UCI, regardless of your major. Acculturate yourself to the standards and expectations of a university course. Explore the resources in your area of interest on campus and become an actively-engaged student.

How to succeed in this course:

-   Attend all course lectures and discussion sections, except in the case of exceptional personal circumstances (see "absences & latenesses" section below for more information).

- Complete all assignments. Follow directions for assignments carefully. Ask questions when you have them (but check the syllabus and the assignment sheet first). Go to office hours to get feedback on your work in progress.

- Come to class prepared. Complete all assigned readings. Read carefully and with attention to detail. Take notes about key points from the readings and bring these with you to class.

- Engage actively in the classroom. In lecture, this means remaining attentive, asking questions when relevant, and participating in activities. In section, this means being a meaningful a contributor to conversation. If you are concerned about your level of comfort with speaking in the classroom, please discuss this with your TA asap so accommodations can be made.

- Be an open-minded, conscientious participant. Listen to the views of instructors and fellow students respectfully, even when you disagree. Be careful not to dominate the conversation or take a tone in discussion that is disrespectful toward others.

- Expect to spend approximately 10 hours a week doing work for this course. This includes time spent in the classroom, but also a considerable amount of your own time completing readings and assignments.

- Plan your time carefully. Do not wait until the last minute to complete readings or assignments. You will note that most of your work is due on Tuesdays and Wednesdays. Think ahead. Don't expect to be able to do all your Wednesday work on Tuesday evening.

- Check your student email daily. This is how instructors will contact you concerning any changes to assignments, course schedule, or policy. You are responsible for staying on top of these communications. If an instructor requests your reply, respond in a timely fashion.

Assignments

- Short written responses (7 in total), 500 words each, topics announced in class
- Game analysis paper, 1,000 words
- Midterm = game design document, 1,000 words plus visual documentation
- Take home practice final exam
- Final exam, short answer question format

As you will see on schedule below, all of your assignments are due on Wednesdays, the day of your discussion section. Unless otherwise noted, these assignments are always due at the **start time of your particular section**. This is to ensure that you have completed the assignment before section begins, since often your assignments will be the launching point for section discussions or activities.

Assignments will be turned in using the assignment function on our EEE+/Canvas course website. Some assignments will prompt you to input your response directly into a text field. Other assignments will prompt you to submit a .doc/.docx file. Always write in complete sentences and well-formulated paragraphs. Check all of your writing for grammar and spelling. Developing your writing skills is an important part of this class and your work in this area will be reflected in your overall grade.

One to two weeks before each assignment is due, you will receive an assignment sheet with detailed instructions about what you are being asked to do and how you will be graded. Assignment sheets can be found in the "files" section of the EEE+/Canvas course website.

Grading:

This course is not graded on a curve. Your level of success will be determined by your own performance. Unlike in some other classes, the questions you will be asked in this course do not have predetermined "right" or "wrong" answers. To complete assignments effectively, you will need to draw from course lectures, readings, and your own original critical thinking to formulate meaningful responses. The grade breakdown for your overall quarter grade is as follows. As outlined below, other factors can also impact your overall grade. Note that this is the official grade breakdown for this course. Our EEE+/Canvas website may list a different breakdown, but this is incorrect and due to an error with the site.

10% - class participation and demonstrated engagement with course materials
20% - short written responses (7 in total, approximately 3% each)
10% - game analysis paper
20% - midterm game design document
10% - take-home practice final exam
30% - final exam

Each of your assignments may be graded by one of the five course instructors, usually the reader or your TA. However, all instructors will use this same grading rubric and participate in "grade norming" to ensure that grades are consistent and fair. You can expect to receive grades for your assignments approximately one week after they are due. If you have questions about a grade you received, always begin by contacting the instructor who assigned your grade and do so in a conscientious manner.

Accessing readings and other course materials:

There are no textbooks to purchase for this course. All of your readings are provided to you as PDFs in the "files" section of our EEE+/Canvas website. The exception is readings and other resources that are already available online, such as online articles and videos, which are linked to from the schedule below.

On occasion, you may be asked to make small purchases for this course -- such as access to view an online documentary or a download of an independent game. These costs will be kept to a minimum whenever possible. Students are also welcome to save on these expenses by sharing access with peers.

Group play guidelines:

On occasion, we will be playing video games together live in the classroom. This is always exciting! However, not everyone has the same style or level of comfort when it comes to playing in groups, so, whenever we play together, please be sure to follow these helpful guidelines:

- Everyone who plays deserves an equal turn. Play for your allotted time and then pass off the controller to next player.
- Remember that all play styles are equally valid. The person with the controller may take a different approach to gameplay than you would. That's ok.
- Never call out "advice" unless the person with the controller asks for it. This can be intimidating for students who are new to a genre or used to playing solo.

- Be active observers. Take the time while you're watching to really think about what you see. Just because you aren't playing doesn't mean you aren't participating.

Inclusivity policy:

It is of the utmost importance that we work together to create a classroom environment where everyone can feel equally welcome and valued. By enrolling in this course, you join your instructors in making a commitment to inclusivity. Please follow these guidelines at all times:

- Refrain from using derogatory language, such as words with negative connotations that refer to a specific racial or ethnic group, or that are related to gender or sexual identity. Also avoid "ableist" language, words that use references to mental or physical disabilities as slurs.

- Check your privilege. Think about who in the room has had a chance to speak and make space for others to share their ideas. Instead of making blanket statements about what certain people or cultures are like, speak from the "I" -- that is, draw from your own experience.

- Always use the correct gender pronouns and names for your classmates. Gender pronouns are words like she/her, he/him, or they/them. If you are unsure what gender pronoun or name to use for your classmate, have a polite, one-on-one conversation where you offer your name and pronouns, which will likely prompt your classmate to share theirs. (If you would like the instructors to refer to you using a name other than the one listed on the course roster or you would like to notify us of your gender pronouns, please let us know.)

- Avoid performing your "gamer cred." Sometimes, as folks who love games, we get excited about showing off our knowledge about a specific game, series, genre, etc. It's great to be passionate, but those moments can marginalize fellow students who have not grown up with the same access to game technologies and game culture. Focus on what we're learning together.

- Per the university guidelines, if you would like to request an accommodation due to a disability, please contact the UCI Disability Services Center. If you are experiencing issues related to mental health resources are available to you through the UCI Counseling Center.

Updated values for the Computer Game Science major

Many of you may be interested in joining (or may already be a part of) the Computer Game Science major. There are exciting changes coming to the major, thanks to an influx of new games faculty; our course is designed to reflect this new ethos. Here are some of the updated values of the major:

We are working to graduate students who value:
- Inclusivity (diversity/social justice)
- Community (listening//humility/teamwork)
- Critical Thinking (questioning)
- Professionalism

Students will graduate from the program:
- Well informed: they develop games from an informed perspective

- Collaborative: they work well with others
- With an expressed point of view; they are able share their ideas
- Conscientious: they are responsible, respectful, and aware

Absences & latenesses:

We have a lot to cover in this course and only ten weeks to do it. It is of the utmost importance for your success in this course that you be present in the classroom for both lecture and discussion sections every week of the quarter. Emergencies happen, and that is understandable. However, keep in mind that a poor attendance record will affect your overall course grade.

You are allowed two "free" absences over the course of the quarter. These can be used for either lecture or discussion. For each additional absence from either lecture or discussion, 3% will be deducted from your overall grade. You are also allowed two "free" lateness to either lecture or discussion (up to 15 minutes each or 30 minutes total). For each additional lateness, 1% - 2% will be deducted from your overall grade, depending on the time of your arrival. Use your "free" absences and latenesses wisely. Save them for days when you are sick or have truly immovable scheduling conflicts.

In order to be counted as "present" for lecture, you must sign in on the attendance sheet as you enter the classroom. Only sign in for yourself. Remember that your TAs know you by face and by name. Students who attempt to sign in for absent classmates will be marked as absent for the day. In discussion section, your TA will take attendance at the start of class by reading from a roll call. You are required to attend the discussion section in which you are enrolled. You will only be counted as "present" by your instructor if you attend your assigned discussion section.

Only enrolled students are permitted to attend both lectures and discussion sections for this course. Non-enrolled students and other visitors are allowed only with express permission from an instructor.

In exceptional circumstances, students will be granted "excused absences." These do not impact your grade, though students may be expected to complete make-up work. Students requesting an excused absence may also be required to produce a note from a medical profession or other documentation of a personal emergency. If you believe that you are experiencing a situation that merits an excused absence, contact your TA immediately, rather than waiting until after you have missed class.

Missed deadlines and extensions:

This class operates on a tight schedule of assignments. Turning in your work on time is crucial for ensuring that you stay on top of the course requirements. For most assignments, 10% will be deducted from your grade for each day that the assignment is late. Out of fairness to your classmates, an assignment is considered one day late if it is turned in any time after the deadline. The short written assignments cannot be turned in late, except if the student has already pre-arranged an excused absence for that day. Short written assignments not turned in by the deadline will receive a 0%.

In exceptional circumstances, extensions for assignments may be granted by an instructor. However, extensions will only be granted prior to the assignment deadline, not after the fact. If you feel you need to request an extension, contact an instructor as soon as possible—and no less than twenty-four hours before the assignment deadline. Requests for extensions will be granted at the instructor's discretion. Students who request multiple extensions may be advised to take an "incomplete" for the course.

Screen policy:

This is a no-screen classroom. Why? When we take personal electronic devices out of the classroom, we remove a whole host of distractions that can make it hard for students to concentrate and hard for instructors to teach. For the vast majority of our time in class, you will not need your laptops, phones, tablets, etc. These should be closed and put away at all times, both during lecture and discussion section. On certain days, there may be exceptions—for example, if the instructor would like you to participate in an in-class activity that requires your computer. In these instances, the instructor will give you explicit instructions to use your electronic devices. Because you won't be able to take notes on your computer, you will need to bring a notebook and pen/pencil with you to class every day.

Students use electronic devices at unauthorized times will be docked 1% - 2% of their overall grade for each instance (depending on the infraction). During lecture, TAs will be watching for screen use. Remember, even though the professor may not be able to see you from the podium, your TAs can.

Plagiarism and consequences:

Plagiarism is a serious offense. Students who plagiarize may face a variety of consequences, ranging from a "0" on an assignment to a "F" for the course--all the way to disciplinary action at the university level. If you are struggling with an assignment, it is far better to have an honest conversation with the instructor (who may be able to make accommodations for you) than to plagiarize. You may not think that your instructors can tell. Trust us. We definitely can.

So that you don't accidentally plagiarize, you need to be sure you know what plagiarism is. Plagiarism means presenting somebody else's words, work, or ideas as if it's your own. Whenever you references another person's ideas, and especially when you quote from them directly, it is crucial that you cite them. Examples of material that can be plagiarized from are: books, articles, websites, videos, talks, etc.

Etiquette for emailing instructors:

For many of you, this may be your first quarter here at UCI. We're so glad you're here! As you make the transition to college, and soon after to your professional life, it is important to understand the proper etiquette for communicating with your instructors via email—not just in this course, but in all of your interactions with university teachers. When you write to your instructors, please observe the following guidelines. Emails that do not follow these guidelines may not receive a response.

- Begin your email with "Dear [recipient's name]" or "Hi [recipient's name]" if you have already established a precedent for more casual conversation. Do not begin emails with "Hey," "Yo," or simply without an opening address.

- If you are unsure of how to address the recipient, begin with the most formal option – for example, "Professor [last name]" or "Dr. [last name]" for a faculty member or an instructor who holds a Ph.D., or "Instructor [last name]" for TAs. Look at how your instructor signs their reply, and then use this as your new standard going forward. If they sign off with their first name, they are telling you that it is alright to refer to them by their first name in future communication.

- Maintain a polite, gracious, and friendly tone in your emails. Make requests, not demands. Remember to thank the instructor for their time. For example, an appropriate communication would read, "I noticed that the writing assignment for Wednesday did not have a word count.

When you have a moment, could you let me know how long this assignment should be?" An inappropriate communication would read: "Tell me the word count for the assignment."

- Always sign off your emails with a brief closing. This demonstrates that you have taken the time to compose a thoughtful, professional message. Examples of acceptable sign-offs include, "Thank you, [student name]" and "Best, [student name]."

- Do not email your instructors between the hours of 12:00 am (midnight) and 6:00 am. Though you may work late into the night, emails written at those times are likely to appear unprofessional. The exception to this rule is if you are emailing an assignment to an instructor.

- Expect that it will take up to 24 hours for instructor to respond to your email. Many instructors do not work on weekends, so these should be 24 hours within the normal business week (Monday to Friday). If your message is urgent, you may follow up politely after 24 hours. It is inadvisable to wait until the last minute to ask a question about an upcoming assignment.

- Include "ICS60" in your email subject line, so instructors can quickly identify your message.

Taking advantage of office hours:

All of the instructors for this course hold weekly office hours. The office hours model may be new to you. Office hours are blocks of time that instructors have set aside specifically for talking with you. Especially in a large class like ours, office hours are an invaluable opportunity to get to know your instructors. There are many benefits to fostering professional one-on-one relationships with your instructors. Instructors who know you and your work are more likely to be able to write you recommendation letters for internships, offer you tailored feedback that helps you grow as a student, and provide you with informal mentorship.

Who's office hours should you go to? For most questions and discussions, you will go to the TA who leads your section. If you want to talk about a grade assigned to you by the reader, visit the reader's office hours. You are also welcome to come to the professor's office hours to talk about the content of the course, your interests in games and society, and guidance from a faculty member.

Walk-ins are always welcome during office hours. However, preference is given to students who make appointments ahead of time. At certain times in the quarter, office hours can be busy. If you have a truly immovable conflict during an instructor's office hours, you make contact them to request an alternative time to meet. It is up to the individual instructor's discretion to determine their availability. Office hours are designed to be warm and welcoming. However, please remember to keep your interactions with instructors during office hours professional and appropriate for the teacher-student dynamic.

SCHEDULE - Fall, 2017

Week 0 (9/25 - 9/29)

Thursday, 9/28 (lecture):
Lecture topic = Welcome, course overview, classroom guidelines
Readings = none

Week 1 (10/2 - 10/6)

Tuesday, 10/3 (lecture):
Lecture topic = Introduction to studying video games in an academic context
Readings = *Understanding Video Games* chapter 1 "Studying Video Games" and chapter 3 "What Is a Game?"

Wednesday, 10/4 (section):
Assignment due = **short written response #1**
Readings = *Values at Play in Digital Games* chapter 1 "Groundwork for Values in Games" and chapter 2 "Uncovering Values at Play"

Thursday, 10/5 (lecture):
Guest speaker = Amanda Cullen, Ph.D. student, UCI Informatics
Talk title = "Who Watches the Overwatchmen?: A Digital Ethnographic Case Study of *Overwatch* Fans"

Week 2 (10/9 - 10/13)

Tuesday, 10/10 (lecture):
Lecture topic = How to approach video games from an analytical perspective
Readings = *Introduction to Game Analysis* chapter 1 "The Whys and Wherefores of Game Analysis," chapter 4 "Areas of Analysis 2: Game Overview"

Wednesday, 10/11 (section):
Assignment due = **short written response #2**
Readings = *Introduction to Game Analysis* chapter 5 "Areas of Analysis 3: Formal Elements"

Thursday, 10/12 (lecture):
Guest speaker = Minnie Wu, Ph.D. student, UCI Informatics
Talk title = "Otome Games: An Example Game Analysis."

Week 3 (10/16 - 10/20)

Tuesday, 10/17 (lecture):
Lecture topic: Where do games come from? On games history and the games industry
Readings = *Understanding Video Games* chapter 2 "The Game Industry" and *Rise of the Videogame Zinesters* chapter 1 "The Problem with Video Games" and chapter 5 "The New Videogame"

Wednesday, 10/18 (section):
Assignment due = **game analysis paper**
Readings = none

Thursday, 10/19 (lecture):
Guest speaker = Aaron Trammell, professor, UCI Informatics
Talk title = "Analog Games: Dice, Dragons, and Magic Cards"

Week 4 (10/23 - 10/27)

Tuesday, 10/24 (lecture)
Lecture topic = Learning to think like game designers
Readings = *Games, Design, and Play* chapter 2 "Basic Game Design Tools," chapter 6 "Design Values," and chapter 7 "Game Design Documentation" (game design document section)

Wednesday, 10/25 (section):
Assignment due: **short written response #3**

Thursday, 10/26 (lecture):
Guest speaker = Kat Brewster, Ph.D. student, UCI Informatics
Talk title = "Breaking the Game: from Monet to Monster Factory"

Week 5 (10/30 - 11/3)

Tuesday, 10/31 (lecture):
Lecture topic = More than "just a game" -- games and culture, games as culture
Readings = *Understanding Media and Culture* chapter 10.4 "The Impact of Video Games on Culture" (available online), Adrienne Shaw, "What Is Video Game Culture?", Leigh Alexander, "Playing Outside" (online article)

Wednesday, 11/1 (section):
Assignment due = **MIDTERM game design document**
Readings = none

Thursday, 11/2 (lecture):
Guest speaker = Jamie Brown, Masters of Arts in Informatics, UCI
Talk title = "To Infinity and Beyond: Literacy, Education, Games, and Disney"

Week 6 (11/6 - 11/10)

Tuesday, 11/7 (lecture):
Lecture topic = Identity, representation, and discrimination in games
Readings = Dimitri Williams, et al., "The Virtual Census" and Tracy Fullerton, et al., "The Hegemony of Play"

Wednesday, 11/8 (section):
Assignment due = **short written response #4**
Viewings = "On Intersectionality in Feminism and Pizza" (online video), Kimberlé Crenshaw, "The Urgency of Intersectionality" (online video)

Thursday, 11/9 (lecture):
Guest speaker = Jane Pinckard, Professor, USC Interactive Media & Games
Talk title = "Resistance through Play: Performance, Activism, and Politics"

Week 7 (11/13 - 11/20)

Tuesday, 11/14 (lecture):
Lecture topic = Race and ethnicity in games

Readings (and viewings) = Yusseff Cole and Tanya DePass, "Black Skin Is Still a Radical Concept in Video Games" (online article), Omari Akil, "Warning: Pokemon GO Is a Death Sentence If You Are a Black Man" (online article), and "Indigenous Games Lightning Talks" (online video)

Wednesday, 11/15 (section):
Assignment due = **short written response #5**
Readings (and viewings): Mellody Hobson, "Color Blind or Color Brave?" (online video), Ellen Berrey, "Diversity Is for White People" (online article)

Thursday, 11/16 (lecture)
Guest speaker = Jasmine Aguilar, game designer
Talk topic = "Game Development: Brown Femme Style"

Week 8 (11/20 - 11/24)

Tuesday, 11/21 (lecture):
Lecture topic = Gender and games
Readings = Helen Kennedy, "Lara Croft: Feminist Icon or Cyberbimbo?" (available online), Betsy Disalvo, "Gaming Masculinity", GLAAD's "Glossary of Terms -- Transgender" (online resource)

Wednesday, 11/21 (section):
Assignment due = **short written response #6**
Readings = Amanda Ochsner, "Need to Succeed: Women Share Their Reasons to Be in Game Industry"

Thursday, 11/22 – Thanksgiving, NO CLASS

Week 9 (11/27 - 12/1)

Tuesday, 11/28 (lecture):
Lecture topic = Sexuality and games
Readings (and viewings) = *Gaming in Color* documentary (various online viewing options), Todd Harper, "Role-Play as Queer Lens," GLAAD "Glossary of Terms - LGBTQ" (online resource)

Wednesday, 11/29 (section):
Assignment due = **take-home practice final exam**
Readings = NA

Thursday, 11/30 (lecture)
Guest speaker = Josh Tanenbaum, professor, UCI Informatics
Talk title: "Theatrical Play: Designing for the Experience of Identity Transformation and Agency Using Method Acting"

Week 10 (12/4 - 12/8)

Tuesday, 12/5 (lecture):
Lecture topic = Additional social issues in games: body types, mental health, and language
Readings (and viewings) = Todd Harper, "Portrayals and Pitfalls of Fatness in Games" (online video), Rami Ismail, "How Language Creates the Largest Invisible Minority for Games" (online video), Patrick Lindsey, "Gaming's Favorite Villain Is Mental Illness, and This Needs to Stop" (online article)

Wednesday, 12/6 (section):
Assignment due = **short written response #7**

Thursday, 12/7 (lecture):
Lecture topic = Closing reflections and review of key course take-aways
Readings: none

FINAL EXAM = Thursday, 12/14, 1:30 – 3:30 pm