ENG-2770: RHETORICS OF GAMING: INTRODUCTION TO VIDEO GAME ANALYSIS

Cuyahoga Community College

Viewing: ENG-2770: Rhetorics of Gaming: Introduction to Video Game Analysis

Board of Trustees:
March 2019

Academic Term:
Fall 2019

Subject Code
ENG - English

Course Number:
2770

Title:
Rhetorics of Gaming: Introduction to Video Game Analysis

Catalog Description:
An introduction to video game analysis, this course offers critical ways to understand games as complex narrative and cultural texts. The course explores theories of play, the history of gaming industries and game studies as an academic field, and a variety of analytical lenses through which to study this influential cultural form. Emphasizes playing, researching, and writing about video games and gaming culture in theoretically, rhetorically, and methodologically sound ways.

Credit Hour(s):
3

Lecture Hour(s):
3

Requisites

Prerequisite and Corequisite
ENG-1020 College Composition II, or ENG-102H Honors College Composition II; or departmental approval.

I. ACADEMIC CREDIT

Academic Credit According to the Ohio Department of Higher Education, one (1) semester hour of college credit will be awarded for each lecture hour. Students will be expected to work on out-of-class assignments on a regular basis which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity. For laboratory hours, one (1) credit shall be awarded for a minimum of three laboratory hours in a standard week for which little or no out-of-class study is required since three hours will be in the lab (i.e. Laboratory 03 hours). Whereas, one (1) credit shall be awarded for a minimum of two laboratory hours in a standard week, if supplemented by out-of-class assignments which would normally average one hour of out-of-class study preparing for or following up the laboratory experience (i.e. Laboratory 02 hours). Credit is also awarded for other hours such as directed practice, practicum, cooperative work experience, and field experience. The number of hours required to receive credit is listed under Other Hours on the syllabus. The number of credit hours for lecture, lab and other hours are listed at the beginning of the syllabus. Make sure you can prioritize your time accordingly. Proper planning, prioritization and dedication will enhance your success in this course.

The standard expectation for an online course is that you will spend 3 hours per week for each credit hour.

II. ACCESSIBILITY STATEMENT

If you need any special course adaptations or accommodations because of a documented disability, please notify your instructor within a reasonable length of time, preferably the first week of the term with formal notice of that need (i.e. an official letter from the Student Accessibility Services (SAS) office). Accommodations will not be made retroactively.
For specific information pertaining to ADA accommodation, please contact your campus SAS office or visit online at http://www.tri-c.edu/accessprograms. Blackboard accessibility information is available at http://access.blackboard.com.
Eastern (216) 987-2052 - Voice
III. ATTENDANCE TRACKING

Regular class attendance is expected. Tri-C is required by law to verify the enrollment of students who participate in federal Title IV student aid programs and/or who receive educational benefits through other funding sources. Eligibility for federal student financial aid is based in part on enrollment status.

Students who do not attend classes for the entire term are required to withdraw from the course(s). Additionally, students who withdraw from a course or stop attending class without officially withdrawing may be required to return all or a portion of their financial aid based on the date of last attendance. Students who do not attend the full session are responsible for withdrawing from the course(s).

Tri-C is responsible for identifying students who have not attended a course before financial aid funds can be applied to students’ accounts.

Therefore, attendance is recorded in the following ways:

- For in-person and blended-learning courses, students are required to attend the course by the 15th day of the semester (or equivalent for terms shorter than five weeks) to be considered attending. Students who have not met all attendance requirements for in-person and blended courses, as described herein, within the first two weeks or equivalent, will be considered not attending.
- For online courses, students are required to login at least two times per week and submit one assignment per week for the first two weeks of the semester, or equivalent to the 15th day of the term. Students who have not met all attendance requirements for online courses, as described herein, within the first two weeks or equivalent, will be considered not attending.

At the conclusion of the first two weeks of a semester or equivalent, instructors report any registered students who have “Never Attended” a course. Those students will be administratively withdrawn from that course. However, after the time period in the previous paragraphs, if a student stops attending a class or wants or needs to withdraw, for any reason, it is the student’s responsibility to take action to withdraw from the course. Students must complete and submit the appropriate Tri-C form by the established withdrawal deadline.

Tri-C is required to ensure that students receive financial aid only for courses that they attend and complete. Students reported for not attending at least one of their registered courses will have all financial aid funds held until confirmation of attendance in registered courses has been verified. Students who fail to complete at least one course may be required to repay all or a portion of their federal financial aid funds and may be ineligible to receive future federal financial aid awards. Students who withdraw from classes prior to completing more than 60 percent of their enrolled class time may be subject to the required federal refund policy.

If illness or emergency should necessitate a brief absence from class, students should confer with instructors upon their return. Students having problems with coursework due to a prolonged absence should confer with the instructor or a counselor.

IV. LEARNING OUTCOMES ASSESSMENT

Occasionally, in addition to submitting assignments to their instructors for evaluation and a grade, students will also be asked to submit completed assignments, called ‘artifacts,’ for assessment of course and program outcomes and the College’s Essential Learning Outcomes (ELOs). The artifacts will be submitted in Blackboard or a similar technology. The level of mastery of the outcome demonstrated by the artifact DOES NOT affect the student’s grade or academic record in any way. However, some instructors require that students submit their artifact before receiving their final grade. Some artifacts will be randomly selected for assessment, which will help determine improvements and support needed to further student success. If you have any questions, please feel free to speak with your instructor or contact the Learning Outcomes Assessment office.

V. CONCEALED CARRY STATEMENT

College policy prohibits the possession of weapons on college property by students, faculty and staff, unless specifically approved in advance as a job-related requirement (i.e., Tri-C campus police officers) or, in accordance with Ohio law, secured in a parked vehicle in a designated parking area only by an individual in possession of a valid conceal carry permit.

As a Tri-C student, your behavior on campus must comply with the student code of conduct which is available on page 29 within the Tri-C student handbook, available athttp://www.tri-c.edu/student-resources/documents/studenthandbook.pdf. You must also comply with the College’s Zero Tolerance for Violence on College Property available athttp://www.tri-c.edu/policies-and-procedures/documents/3354-1-20-10-zero-tolerance-for-violence-policy.pdf

Outcomes

Course Outcome(s):

Recall and identify key concepts, terms, histories, and theories related to game studies as a field of critical inquiry.
Objective(s):
1. Define key terms used in the field of game studies.
2. Identify and examine key concepts and theories in the field of game studies.
3. Examine relevant histories of the development of video games as a significant cultural form.

Course Outcome(s):
Analyze video games as cultural, social, political, historical, and industrial texts in light of their rhetorical contexts.

Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Objective(s):
1. Apply diverse interpretive lenses to video games as texts.
2. Analyze video game-related content such as walkthroughs, livestreams, and gaming forums.
3. Investigate major controversies related to video games.

Course Outcome(s):
Research video games in keeping with current critical practices in the field.

Essential Learning Outcome Mapping:
Information Literacy: Acquire, evaluate, and use information from credible sources in order to meet information needs for a specific research purpose.

Objective(s):
1. Develop a methodology appropriate for a focused research project in game studies.
2. Find, evaluate, and use scholarly and other sources appropriate to the field of game studies.
3. Gather appropriate evidence to support analyses and arguments related to video games.
4. Use research strategies appropriate to game studies to stay organized such as play logs, electronic recordings, and research journals.

Course Outcome(s):
Write about video games from a critical and historically relevant perspective.

Essential Learning Outcome Mapping:
Information Literacy: Acquire, evaluate, and use information from credible sources in order to meet information needs for a specific research purpose.
Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):
1. Write and develop a thesis in order to engage in focused research and writing based on research.
2. Find, evaluate, and use appropriate electronic and print sources for research based on historical and critical developments in the field, industry, and culture of gaming.
3. Utilize textual evidence as support for analyses and arguments related to video games.
4. Use the MLA system of documentation to deal ethically with primary and secondary sources.

Methods of Evaluation:
1. Analytical/argumentative essays
2. Response papers
3. Reports: oral and written
4. Quizzes or tests
5. Abstracts
6. Play logs and research journals
7. Research projects
8. Annotated bibliographies
9. Wikis, websites, or other social media
10. Capstone projects

Course Content Outline:

1. Histories of Video Games, Industry, and Scholarship
   a. Evolution of video games from 1962 (Spacewar!) through the present.
   b. Major debates in Game Studies, including the narratology vs. ludology debate.
   c. Evolution of the video game industry from arcade games through VR/AR developments, including major crises and synergies with related industries.

2. Theories and Practice of Play and the Nature of Video Games
   a. Major theories of play.
   b. The experience of play through gaming.

3. Ludology and Procedural Rhetoric Approaches
   a. Ludological approaches to games.
   b. Procedural rhetoric approaches.
   c. Major concepts may include simulation, design, rhetoric, temporality, spatiality, proceduralism, feedback loop, mechanics, and interface.

4. Narrative Approaches
   a. Narrative approaches or ways of reading narratives in video games.
   b. Major concepts may include narrative, story, place, genre, archetypes, and the chronotope.

5. Cultural Studies Approaches
   a. Marxist approaches.
   b. Gender, LGBTQ+, and sexuality approaches.
   c. Race approaches.
   d. Major concepts may include identity, labor, commodification, and otherness.

6. Rhetorical Approaches
   a. Educational approaches.
   b. Rhetorical approaches.
   c. Major concepts may include game-based learning, gamification, technical communication, fandom, and game communities.

Resources


Resources Other

2. *Game Studies* (peer-reviewed journal) -http://gamestudies.org/
3. *Games and Culture* (peer-reviewed journal) -http://journals.sagepub.com/home/gac (http://journals.sagepub.com/home/gac/)
4. Leveling Up Game Studies - https://www.zotero.org/groups/494532/leveling_up_games_studies
5. LGIRA - Learning Games Initiative Research Archive - https://lgira.mesmernet.org/
6. The Rhetoric of Games - https://www.zotero.org/groups/509172/rhetoric_and_games

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