



# MECO329

## Critical Games Studies

S2 Day 2018

*Department of Media, Music, Communication and Cultural Studies*

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## General Information

Unit convenor and teaching staff

Unit Convenor

Rowan Tulloch

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Y3A 191C

Credit points

3

Prerequisites

(39cp at 100 level or above) including MAS240

Corequisites

Co-badged status

Unit description

This unit will introduce students to the key concepts and methodologies in the study of video gaming. Building upon new media theory and game studies' approaches students will critically engage with the cultural, political, artistic, and technological dimensions of this increasingly important media form. This unit explores the crucial theoretical issues in gaming, from rules and narrative, to gender and power. Students will learn to analyse video games through a range of conceptual approaches that recognise the specificities of this form whilst acknowledging games as part of the broader mediascape.

The unit is designed to offer those interested in designing, analysing, writing about, or even just playing video games, a deeper understanding of the role and context of video game play in contemporary culture. It will provide students with the conceptual frameworks needed to theorise the past, present, and future of this complex and crucial medium.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Contextualise video games within a history of play practices

Critically analyse and evaluate the medium of video gaming in context of broader cultural and technological processes

Evaluate specific video games through game design methodologies

Synthesise a range of academic approaches to video gaming to produce various works

Identify and appraise key ideas and methodologies underpinning the video game studies discipline

## General Assessment Information

### General Assessment Grading Information

GRADE	RANGE	STATUS	DESCRIPTION
HD	85-100	Pass	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality, insight or creativity in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the program.
D	75-84	Pass	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality or creativity in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the program and the audience.
CR	65-74	Pass	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the program.
P	50-64	Pass	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the program; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the program. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes.
F	0-49	Fail	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the program.

For full assessment rubrics please refer to iLearn

### Examples

Where appropriate examples of assessments will be provided in tutorials, or posted on iLearn.

### Feedback

Feedback on assessments will be provided through iLearn.

General feedback on student active participation performance will be given by tutors in class,

and students are encouraged to talk directly with their tutor, or the unit convenor, if they would like more detailed individual feedback.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#"><u>Active Participation</u></a>	10%	No	Ongoing
<a href="#"><u>Online Participation</u></a>	20%	No	Ongoing Weeks 2-11
<a href="#"><u>Online Quiz 1</u></a>	15%	No	Sunday 11:59pm Week 6
<a href="#"><u>Online Quiz 2</u></a>	15%	No	Sunday 11:59pm Week 12
<a href="#"><u>Conceptual Engagement</u></a>	40%	No	Friday 5pm Week 13

### Active Participation

Due: **Ongoing**

Weighting: **10%**

The purpose of tutorials is for students to discuss the weekly topics and readings to enrich their understanding. All students are required to actively participate in tutorial discussion. This means arriving at tutorials having completed set readings and being prepared to discuss issues arising.

You will be assessed on: in-class multiple choice exercises, individual participation in class discussions, and group work.

The assessment criteria is:

- Engagement with the readings
- Engagement with lecture material
- Ability to relate key theoretical ideas to previous readings and/or independent research
- Willingness to contribute to class discussion by asking relevant questions, answering other students' questions, treating other students with respect and behaving appropriately (e.g. not talking whilst tutor or other students talking)

Attendance is not the same as participation. Students receive no marks for simply attending tutorials.

On successful completion you will be able to:

- Contextualise video games within a history of play practices
- Critically analyse and evaluate the medium of video gaming in context of broader cultural and technological processes
- Evaluate specific video games through game design methodologies

- Synthesise a range of academic approaches to video gaming to produce various works
- Identify and appraise key ideas and methodologies underpinning the video game studies discipline

## Online Participation

Due: **Ongoing Weeks 2-11**

Weighting: **20%**

Students will need to submit three questions per week to the online repository available through iLearn. These questions are to be based on the week's readings and the lecture: one for each reading, and one for the lecture. They are to be multiple choice. The questions must be precisely written and engage with an important aspect from the reading/lecture. Four alternative answers must be given, with only one of them being correct. The correct answer must be made clear. A formatting template for submissions will be made available on iLearn and must be used.

Questions need to be submitted by 5pm of the day before that week's tutorial. Late submission will not be allowed unless the student has received 'Special Consideration'. As tutorials for this unit start in week two, week two's questions will be due (along with week three's) before week three's tutorials.

The questions will be assessed on the following criteria:

- Engagement with key idea/s from reading/lecture
- Clarity of written expression of question and all answers

These questions will form the basis of the Online Quizzes for this unit, and may also be used for class gamification activities.

On successful completion you will be able to:

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- Identify and appraise key ideas and methodologies underpinning the video game studies discipline

## Online Quiz 1

Due: **Sunday 11:59pm Week 6**

Weighting: **15%**

Students will undertake a timed online multiple choice quiz. The quiz will consist of 15 questions chosen by the unit convenor from those contributed by students for the Online Participation task. To prepare for the quiz students should be familiar with all the unit readings and lecture material up to and including week 6.

The quiz will be accessible Monday (12:01am) to Sunday (11:59pm) of Week 6. Students must undertake the quiz individually. The quiz is 'open book', students are allowed to consult notes, readings, and other material during the quiz. Students will not be able to access the quiz after it

has closed unless they have received special consideration.

On successful completion you will be able to:

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## Online Quiz 2

Due: **Sunday 11:59pm Week 12**

Weighting: **15%**

Students will undertake a timed online multiple choice quiz. The quiz will consist of 15 questions chosen by the unit convenor from those contributed by students for the Online Participation task. To prepare for the quiz students should be familiar with the unit readings and lecture material from week 7 onwards.

The quiz will be accessible Monday (12:01am) to Sunday (11:59pm) of Week 12. Students must undertake the quiz individually. The quiz is 'open book', students are allowed to consult notes, readings, and other material during the quiz. Students will not be able to access the quiz after it has closed unless they have received special consideration.

On successful completion you will be able to:

- Contextualise video games within a history of play practices
- Synthesise a range of academic approaches to video gaming to produce various works
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## Conceptual Engagement

Due: **Friday 5pm Week 13**

Weighting: **40%**

**Submitted through iLearn only**

Students must critically engage with one (or more) of the following topics:

- Rules and Affordances
- Emergence
- The Magic Circle
- Gamification
- Spatiality
- Cyborg Subjectivity

- Power
- Narrative
- Gaming Communities

They have two options as to how they engage with this topic:

### **Option 1: Essay**

Students must write a 2000 word essay analysing their chosen topic in context of contemporary video gaming. Students must construct an argument relating to the technological, political, and cultural contexts of their chosen academic topic. They must build this argument through a critical examination of one or more video games. For example they might argue that the cyborg subjectivity is the best way to understand the techno-cultural experience of video game play in the First Person Shooter genre, or that through the growth of the indie game scene we are starting to see the true possibilities of video games as an art form.

This is a formal academic essay and requires significant independent research. The essay should have at least 5 academic references in total, including at least one of the unit readings and at least one article from the student's own research. The essay must use media studies, cultural studies, and/or game studies academic texts, and develop an argument in line with these approaches. If you are unsure what this means please ask your tutor.

### **Option 2: Game Design**

Students must write a game design document (max 2000 words, or 8 pages including images / diagrams, whichever comes first). This game design document should detail a game of the students own creation that builds off, engages with, or critiques the academic theory from their chosen topic. For example they could choose to design a game that blurs the boundaries of the 'magic circle' and ultimately shows any concept of the separation of the play world and the 'real' world to be a false binary. Or they could design a game that embodies de Certeau's concepts of strategies and tactics, and shows how the operation of power in video games reflects broader cultural structures.

The design document must articulate how the game relates to the chosen topic/theory. The game design should demonstrate a sophisticated understanding of the theory, and offer an engagement with, and argument built upon, the theory. The assignment will not be judged on the strength of the game design itself, but on the strength of the engagement with theory, and articulation of the relationship between the theory and the design, i.e. it does not matter if the game sounds fun to play, it just matters whether your design document shows you understand the theory and demonstrates how and why the theory is relevant to the game you have created.

The game design document can briefly outline the mechanics, dynamics and narrative (if any) elements of the game. The gameplay experience should be briefly but clearly articulated. The design document should not focus on the technical aspects of the game (i.e. any coding concerns, technical specifications, etc.).

Whilst this is a game design document, it is an academically informed game design document

and therefore requires significant independent research. It should situate the game design within the technological, political, and cultural contexts of the chosen academic topic. It should have at least 5 academic references in total, including at least one of the unit readings and at least one article from the student's own research. This design document must use media studies, cultural studies, and/or game studies academic texts, and develop an argument/design in line with these approaches. If you are unsure what this means please ask your tutor.

### **Assessment Criteria for Both Options**

This task will be assessed on four criteria:

- Understanding of the theoretical contexts of the chosen topic
- Strength and clarity of argument/design
- Depth of engagement with appropriate academic material
- Style, structure and presentation

A full assessment rubric will be made available through iLearn.

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline.

On successful completion you will be able to:

- Contextualise video games within a history of play practices
- Critically analyse and evaluate the medium of video gaming in context of broader cultural and technological processes
- Evaluate specific video games through game design methodologies
- Synthesise a range of academic approaches to video gaming to produce various works
- Identify and appraise key ideas and methodologies underpinning the video game studies discipline

## **Delivery and Resources**

**Lectures:** MECO329 does not have live lectures. The lectures for MECO329 are video-recordings available online through iLearn. Students are expected to engage with lectures and to actively relate lecture content to tutorial discussions, online participation, and assessments.

**Tutorials:** Participation in tutorial activities and in-class exercises form an integral part of MECO329. Students are expected to arrive punctually and actively participate in class work. A mark is allocated for in-class participation in this unit and a roll will be taken at the beginning of each class. If students arrive over 15 minutes late for a tutorial, they will be deemed absent for that class.



Students should note that they are expected to attend all tutorials over the semester. If missing a tutorial for serious and unavoidable reasons, completed Professional Authority Form (PAF) must be supplied, or disruption to studies granted to avoid penalty.

Tutorials begin in Week 2

**Required and recommended texts and/or materials:** The readings for this unit will be accessible through iLearn.

**Technologies used:** The iLearn site for MECO329 is accessible at: <http://ilearn.mq.edu.au/>. A computer and Internet access are required to complete assessments in MECO329. Basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement.

**Assessment Submission:** All assignments for MECO329 will be completed/submitted online, via iLearn. Further details on submission will be explained in tutorials.

**Return of marked work:** Marked work will be returned to students through iLearn.

**Consultation:** By appointment only

## Unit Schedule

Week by week schedule and full details of unit readings available through [iLearn](#).

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway \(https://students.mq.edu.au/support/study/student-policy-gateway\)](https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Additional information

MMCCS website [https://www.mq.edu.au/about\\_us/faculties\\_and\\_departments/faculty\\_of\\_arts/departments\\_of\\_media\\_music\\_communication\\_and\\_cultural\\_studies/](https://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/departments_of_media_music_communication_and_cultural_studies/)

MMCCS Session Re-mark Application <http://www.mq.edu.au/pubstatic/public/download/?id=167914>

Information is correct at the time of publication

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#).

The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

#### Learning outcome

- Synthesise a range of academic approaches to video gaming to produce various works

#### Assessment tasks

- Active Participation
- Conceptual Engagement

### Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

#### Learning outcomes

- Contextualise video games within a history of play practices
- Critically analyse and evaluate the medium of video gaming in context of broader cultural and technological processes
- Evaluate specific video games through game design methodologies
- Synthesise a range of academic approaches to video gaming to produce various works
- Identify and appraise key ideas and methodologies underpinning the video game studies discipline

#### Assessment tasks

- Active Participation
- Online Participation
- Online Quiz 1

- Online Quiz 2
- Conceptual Engagement

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

### Learning outcomes

- Contextualise video games within a history of play practices
- Critically analyse and evaluate the medium of video gaming in context of broader cultural and technological processes
- Evaluate specific video games through game design methodologies
- Synthesise a range of academic approaches to video gaming to produce various works
- Identify and appraise key ideas and methodologies underpinning the video game studies discipline

### Assessment tasks

- Active Participation
- Online Participation
- Online Quiz 1
- Online Quiz 2
- Conceptual Engagement

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

### Learning outcomes

- Critically analyse and evaluate the medium of video gaming in context of broader cultural and technological processes
- Synthesise a range of academic approaches to video gaming to produce various works

## Assessment tasks

- Active Participation
- Online Participation
- Conceptual Engagement

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## Learning outcomes

- Critically analyse and evaluate the medium of video gaming in context of broader cultural and technological processes
- Synthesise a range of academic approaches to video gaming to produce various works
- Identify and appraise key ideas and methodologies underpinning the video game studies discipline

## Assessment tasks

- Active Participation
- Online Participation
- Conceptual Engagement

## Late Submission Penalties

### Late Submission Penalties (custom)

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.