

 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Undergraduate Programs		UUPC Approval <u>12-7-20</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department College <i>(To obtain a course number, contact erudolph@fau.edu)</i>		
Prefix Number	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> Lab Code	Type of Course	Course Title
Credits <i>(Review Provost Memorandum)</i>	Grading <i>(Select One Option)</i> Regular Pass/Fail Sat/UnSat	Course Description <i>(Syllabus must be attached; Syllabus Checklist recommended; see Guidelines)</i>	
Effective Date <i>(TERM & YEAR)</i>			
Prerequisites, with minimum grade*		Corequisites	Registration Controls <i>(Major, College, Level)</i>
*Default minimum passing grade is D-. Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course			
WAC/Gordon Rule Course Yes No <i>WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See WAC Guidelines.</i>		Intellectual Foundations Program (General Education) Requirement <i>(Select One Option)</i> <i>General Education criteria must be indicated in the syllabus and approval attached to the proposal. See GE Guidelines.</i>	
Minimum qualifications to teach course			
Faculty Contact/Email/Phone		List/Attach comments from departments affected by new course	
Approved by Department Chair <u>Chris Strain</u> College Curriculum Chair <u>Carmen Canote</u> College Dean <u>Terje Hill</u> UUPC Chair <u>Jerry Haky</u> Undergraduate Studies Dean <u>Edward Pratt</u> UFS President _____ Provost _____			Date <u>12/4/20</u> <u>12/4/20</u> <u>12/4/20</u> <u>12-8-20</u> <u>12-7-20</u> _____ _____

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.



Honors Game Studies | ART 4640 | SYLLABUS

Number Credit Hours: 4

Instructor: Annina Ruest

Office: HA 121

Phone: 561-320 7853

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Office hours: TR 11a – 12p & 12:50p – 1:50p

Term: Spring 2022

Class Meeting Days: TR

Class Meeting Hours: 2:00-3:50p

Class Location: AD 122

I. Course Description

Game Studies is an emerging interdisciplinary field of study. Game scholars study games, gamers, game cultures as well as games in culture and anything in between. The class provides an introduction to game studies primarily through readings/discussions but also through practical exercises, through playing, and through game-making.

II. Course Prerequisites/Co-requisites

None

III. Learning Outcomes

- 1) Students articulate thoughts about games and game culture in written reading responses, in class discussions, in critiques, as well as through game design projects.
- 2) Students conceptualize and realize game studies projects on a beginner to intermediate level. Projects may be research papers on game studies topics, or hybrid projects consisting of a game and a short paper contextualizing the work within game studies

IV. Course Evaluation

Homework (due week 2-13 in weekly or bi-weekly installments)	60%
Take-home exam / midterm (due week 8)	10%
Final paper/project includes a final presentation (due week 14)	20%
Participation	10%

100%

Descriptions of the homework and due dates can be found in the corresponding weeks in the Course Outline.

V. Course Grading Scale

A =(100-93%) A-=(92-90%) B+=(89-88%) B= (87-83%) B-=(82–80%) C+=(79–78%) C=(77-73%) C-=(72-70%) D+=(69-68%) D =(67–66%) D-=(65-64%) F < 63%

VI. Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

You are permitted two unexcused absences. Beyond that, you are required to provide a doctor's note or other third party written excuse. If such notice is not provided, the final grade for the class will be reduced by 10 points on a 100-point scale. The same amount of points will also be deducted for repeated lateness or prolonged absences during class. This does not have to be physical absence but can also be lack of participation due to texting, social media consumption, sleeping etc. Late projects/assignments will not be accepted without a doctor's note or other acceptable third party written excuse.

VII. Policy on Accommodations

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses -- Boca Raton, SU 131 (561-297-3880); in Davie, LA 131 (954-236-1222); in Jupiter and all Northern Campuses, SR 111F (561-799-8585). Disability services are available for students on all campuses. For more information, please visit SAS website at www.fau.edu/sas/.

VIII. Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

IX. Code of Academic Integrity Policy Statement

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic

dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001 and the WHC Academic Honor Code at <http://www.fau.edu/honors/academics/honor-code.php>.

X. Statement Justifying Honors Status

This course is an Honors course that differs substantially from non-Honors courses. The course fulfills the mission of the Honors College to develop in students the capacity to combine knowledge from different fields (e.g. game studies, art, game development, creative writing) and apply it to the creation of original research. Students will be exposed to vocabulary of a specifically theoretical nature many fields, and will be expected to comprehend these new concepts and to deploy them in their own critical thinking, in writing, creative research, and combinations of all three. The writing components of the course will employ Honors-level assessment standards, and are designed to prepare students for work on the **Honors Thesis**. This course will reflect the interdisciplinary nature of Honors education in that it will inculcate critical attitudes and skills to foster a self-directed approach to learning.

XI. COVID-19 Statement

All students in face-to-face classes are required to wear masks during class, and students must sanitize their own workstations upon entering the classroom. Taking these measures supports the safety and protection of the FAU community. Students who do not adhere to these rules will be asked to leave the classroom and/or be removed from the course. Students experiencing flu-like symptoms (fever, cough, shortness of breath), or students who have come in contact with an infected person should immediately contact FAU Student Health Services (561-297-3512).

XII. Statement Justifying a 4-Credit Course

Although this is a theory course, we use the course time to create and play games. Creating and playing games is akin to a lab component. That is why the course comprises four credits.

XIV. Course Outline

Week 1: Game Pre-History, 1970s and 1980s.

Homework:

- 1) Read "1 What is Game Studies?" From *Introduction to Game Studies* by Frans Mäyrä
- 2) Personal game history (on paper).

Week 2: 1990s – The Rise of 3D Games

Week 3: 3D Games and VR

Homework (due week 4): Find a VR application or game and try it out. Analyze it from the point of view of a game studies scholar. Why is this culturally significant? Ask questions. Present your report to the class with screenshots. I am looking for a meta-analysis. The report should be uploaded to Canvas as a word document consisting of screenshots and text. We will discuss everyone's analysis in class.

Week 4: Game Worlds / (Digital) Games in the World.

Homework (due week 5) : Play & analyze a free-to-play mmo or mmorpg in groups of two or three.

Week 5: Game Worlds continued.

Homework (due week 6):

- 1) "2 Game Culture: Meaning in Games" from *Introduction to Game Studies* by Frans Mäyrä

2) Create a personal game cultures mapping.

Week 6: Gamers and Game Cultures and Games in Culture

Homework (due week 7): "Contextualizing Player Two" from *Ready Player Two: Women Gamers and Designed Identity*.

Week 7: Gamers and Game Cultures. Midterm (take home exam due week 8)

Week 8: Games in Contemporary Digital Art.

Homework (due week 9): Prepare a presentation on a section from *Rules of Play: Game Design Fundamentals* by Katie Salen and Eric Zimmerman. Chapters will be assigned.

1) Read a chapter from *Slay the Dragon: Writing Great Video Games* by Robert Denton Bryant and Keith Giglio and report back to the group.
Chapters will be assigned.

Week 9: Game design approaches

Homework (due week 10): "Designing for Critical Play" from *Critical Play: Radical Game Design* By Mary Flanagan.

Week 10: Game design approaches

Week 11: How to formulate a research question or a game design project/paper combination. Final project discussion.

Week 12: Game design approaches continued. Individual project discussion.

Homework (due week 13): Game prototype

Week 13: Play games.

Week 14: Final presentations (research paper presentation or paper & game hybrid presentation).

Readings

Chess, S. 2017. *Ready Player Two: Women Gamers and Designed Identity*. Minneapolis, MN, USA: University of Minnesota Press

Giglio, K., Bryant, R. 2015. *Slay the Dragon: Writing Great Video Games*. Studio City, CA, USA: Michael Wiese Productions.

Flanagan, M. 2009. *Critical Play: Radical Game Design*. Cambridge, MA, USA: MIT Press.

Mäyrä, F. 2008. *An Introduction to Game Studies*. Thousand Oaks, CA, USA: SAGE Publications

Salen, K. and Zimmerman, E. 2004. *Rules of Play*. Cambridge, MA, USA: The MIT Press.