UNIVERSITY OF THE WEST OF SCOTLAND
MODULE DESCRIPTOR

Introductory Note(s): (1) All module descriptors require **annual updating**. Please refer to top right of descriptor to ensure most recent version has been accessed.

(2) Please note that not all modules run every academic year.

1.	Title of Module: Analyzing Computer Games *(NB. 30 Character Limitation must be adhered to)*

2.	Code: COMP09014	**SCQF Level: 9** (Scottish Credit and Qualifications Framework)	Credit Points: 20	**ECTS: 10** (European Credit Transfer Scheme)
3.	School:	Computing		
4.	Module Co-ordinator:	**John N Sutherland** (N.B. The person identified might not necessarily teach the module)		

5.	**Summary of Module** (Intended for All Audiences): (This should include general Syllabus details)
	Throughout their studies students will have been presented with informal opportunities to discuss video games. They will also have been encouraged to play games across a wide range of genres. This module is an opportunity for students to bring together their skills and knowledge as games players and tyro developers and to add to these high-level analytical skills in order to understand the meanings inherent in a range of video games. Students will each take a particular modern video game and relate this to the current marketplace and historic development of similar games. They will also choose a game that was not successful and analyse why it failed. The students' studies will be supported by lectures on the content of games and other cultural, entertainment and media objects, on the historic development of games, critical developments in video gaming, relationships with other technologies, *cul-de-sac*'s in gaming, etc. Visiting speakers from the games industry will bring in aspects of video games as video games.
t	**Learning Outcomes:** (maximum of 5 statements)
	At the end of this module the student will be able to: L1. critically evaluate a video game in its context in the entire history of video gaming L2. critically evaluate a video games failure and discuss the reasons for failure L3. relate a game as a cultural object in relation to its societal embeddedness

7.	**Employability Skills and Personal Development Planning (PDP) Skills**	
	*SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
	Knowledge and Understanding (K & U)	SCQF 9: Demonstrate a broad and integrated knowledge of video games Discuss the subject showing wide and deep knowledge of terminology in video gaming Relate how developments in video gaming affect a game's potential success
	Practice Applied Knowledge and Understanding	SCQF 9: use skills of research and analysis in order to find out what can be found out in further information relating to a video game, player experiences, press reporting, developer post-mortems, etc.
	Generic & Cognitive Skills	SCQF 9: critically analyse the information gathered in relation to a video game draw reasoned conclusions from the information available relate and evaluate different types of source material
	Communications,ICT and Numeracy	SCQF 9: make formal and informal presentations of knowledge and opinions to lecturers, tutors, other students and visiting experts
	Autonomy & Accountability & working with others	SCQF 9: Exercise autonomy and initiative in gathering information, analysing it, weighing it and drawing personal reasoned conclusions on it. cite sources correctly, respect IPR of sources. treat professional and peer advice with respect and not just draw conclusions on personal opinions refer to such as the BCS Code of Conduct when investigating ethical and related issues relating to particular video games
8.	Pre-requisites:	COMP2032 Computer Games Design
	Co-requisites:	none
9.	**Learning and Teaching:**	
	The lectures will focus on the content of games and other cultural, entertainment and media objects, on the historic development of games, critical developments in video gaming, relationships with other technologies, *cul-de-sac*'s in gaming, etc. Sessions will be timetabled in which visiting speakers from the games industry will bring discuss aspects of video games as video games.	

	Learning Activities/Categories: During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totaling 200 hours)**:** (Note: Learning hours include both contact hours and hours spent on other learning activities)
	Lectures	24
	Tutorials	12
	Labs	12
	Coursework	48
	Independent study	104
		200 Hours Total
10.	**Assessment**: (also refer to Assessment Outcomes Grids at end of document)	
	1. report of 2k words an assessment of a current video game (hardware or software issue) in its gamedness (such as genre, historical placement, playability) and relation to the non-games world (such as ethics, other media objects, society.) 2.report of 2k words an assessment of a failed video game (hardware or software) investigating on its gamedness (such as fit to genre, playability, platform) and relation to the non-games world (such as cost, market timing, etc.) **(N.B. Assessment Outcomes Grids** for the module (one for each main assessment category) can be found at the end of this descriptor which demonstrate how the learning outcomes of the module will be assessed.	
11.	**Equality and Diversity**	
	This module is appropriate for any student. When a student discloses a disability, or if a tutor is concerned about a student, the tutor in consultation with the School Enabling Support co-ordinator will agree the appropriate adjustments to be made. *(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)*	

12.	**Indicative Resources**: (eg. Core text, journals, internet access)					
	Newman, J. & Simons, I. (2007) 100 Video Games, BFI Paperbabks Kent, S.L. (2002) The Ultimate History of Video Games, PrimaLife Publishing http://www.gamasutra.com with reports on games development issues http://www.gdconf.com and related reports from their conferences trade games magazines such as Edge, Develop and MCV.					
13.	**Attendance Requirements**					
	Normal University Regulations apply.					
14	Campus(s) for Module Delivery					
	The module will **normally** be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): *(Provided viable student numbers permit)*					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Tick	√					
15.	**Course Reference Numbers (CRNs)** *(if known)*					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Enter						
16.	**Semester(s)/Trimester(s) for Module Delivery**					
	(Provided viable student numbers permit).					
07/08	Semester 1 (Session 2008/09)	N/A	Semester 2 (Session 2008/09)	N/A		
08/09	Trimester 1 (Session 2009/10))	No	Trimester 2 (Session 2009/10)	Yes	Trimester 3 (Session 2009/10)	No

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17.	**Learning and Teaching Committee (LTC)**	Computing Science
18.	**Assessment Results (Pass / Fail)**	Please confirm if the Pass/Fail decision will be used? (This will only apply in exceptional cases where the usual A-E Grading system is deemed inappropriate)

		No
19.	**Subject Panel**	Computing Science ((Years 3 and 4)
20.	**Moderator**	Prof Thomas Connolly
21.	**External Examiner**	Prof A Taleb-Bendiab.
22.	**Accreditation Details**	Contact School for current details.
23.	**Changes / Version Number**	1.1

Assessment Outcomes Grids **(referred to within Section 10)**

ASSESSMENT CATEGORY 1	Learning Outcome (Identified in Section 6) (Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	Written Assignment (Report on successful/current game (hardware or software))	✓		✓	50%	

ASSESSMENT CATEGORY 2	Learning Outcome (Identified in Section 6) (Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	Written Assignment (Report on unsuccessful past game (hardware or software))		✓	✓	50%	

Combined Total for All Assessment Categories	100%	

Note(s):

More than one assessment method can be used to assess individual learning outcomes.

Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependant on Programmes &/or Professional requirements.