Computer Game Genres

Code: 104737
ECTS Credits: 6

Degree	Type	Year	Semester
2503873 Interactive Communication	OB	2	1

Contact

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Teaching groups languages

You can check it through this link. To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

Prerequisites

There are no prerequisites, even though curiosity and prior knowledge of fiction, videogames and narrative in general are valuable.

Objectives and Contextualisation

1. Learn the concept of genre in fiction
2. Studying genre in audiovisual products prior to videogames.
3. Learn the basic concepts regarding videogames.
4. Learn the basic concepts of videogames genre.
5. Identify the characteristics of a videogame as a cultural artifact.
6. Analyze the genre specificities of a videogame.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Act within one's own area of knowledge, evaluating sex/gender-based inequalities.
- Devise, create, activate and integrate virtual and augmented-reality spaces, characters and objects.
- Distinguish between and apply the principal theories, conceptual frameworks and approaches regulating interactive communication.
- Integrate knowledge of design, language and photographic and audiovisual techniques to bring meaning to different types of content.

- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
- Manage time efficiently and plan for short-, medium- and long-term tasks.
- Search for, select and rank any type of source and document that is useful for creating messages, academic papers, presentations, etc.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.

Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Analyse the sex-/gender-based inequalities and gender bias in one's own area of knowledge.
3. Apply and adapt previous knowledge of the language of photography and its concepts to the composition and creation of meaning in video games.
4. Communicate using language that is not sexist or discriminatory.
5. Consider how gender stereotypes and roles impinge on the exercise of the profession.
6. Cross-check information to establish its veracity, using evaluation criteria.
7. Distinguish the salient features in all types of documents within the subject.
8. Identify situations in which a change or improvement is needed.
9. Identify the social, economic and environmental implications of academic and professional activities within one's own area of knowledge.
10. Master the narrative resources and techniques for creating stories tailored to virtual worlds and ascribe them to a particular genre.
11. Plan and execute narrative works.
12. Present a summary of the studies made, orally and in writing.
13. Propose new methods or well-founded alternative solutions.
14. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
15. Propose projects and actions that incorporate the gender perspective.
16. Propose viable projects and actions to boost social, economic and environmental benefits.
17. Recognise the division of narrative theories by genre in the new virtual leisure media.
18. Submit course assignments on time, showing the individual and/or group planning involved.
19. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.

Content

1. What is genre?

2. Genre in fiction prior to videogames.

3. What is a videogame?

4. The concept of genre in videogames.

5. Historical references in videogames genre.

6. Genre in videogames nowadays.

7. What can happen in the future, in terms of genre?

Methodology

The methodology of the subject is based on:

1. The theoretical sessions will be dedicated to presenting and discussing theoretical concepts.

2. The practical classes will be destined to present analysis cases and defending the ideas.

3. The tutorials will be intended to guide students in their video game analysis in terms of genre.

The analysis of the genres will be made through products' analysis, not only videogames but also media products prior to videogames.

Also, students should be able to synthesize all the knowledge in the course through a videogame creation.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lab practices	30	1.2	2, 3, 4, 6, 7, 10, 12, 11, 18, 13, 14, 15, 16, 17, 5
Theory	33	1.32	2, 1, 4, 6, 7, 10, 8, 15, 17, 5
Type: Supervised			
Handout assessment activities	20	0.8	2, 3, 4, 6, 10, 12, 8, 11, 19, 18, 13, 14, 15, 17, 5
Type: Autonomous			
Reading and assignments	24	0.96	2, 1, 10, 8, 11, 18, 14, 16, 17, 5

Assessment

Evaluation

[A] -Videogame Idea: 40%. The ideas taught throughout the course should be reflected in this idea. Group activity.

[B] -Case Study: 30%. Analyze 3 fiction products, one of them has to be a videogame. Individual activity.

[C] -Classroom activities and debates: 20%. Individual activity.

[D] -Classroom participation: 5% in direct participation and 5% in ludification activities.

Single assessment

Exam: 30%. Which includes all the contents in the subject

Case Study: 20%. Fictions prior to videogames.

Videogame analysis: 20%. Detailed analysis of a videogame.

Videogame idea: 30%. Idea and early development of a videogame.

a) According to regulation, in order to participate in the re-evaluation process, students must have been previously evaluated in at least 2/3 of the total assessable activities of the course.

b) The exam can only be retaken if the student has obtained a grade lower than 4.9. The recovery exam will consist of a written test assessing theoretical knowledge.

c) The grade obtained in the resolution of activities 2, 3 and 4 will be part of the total average of the final grade. Only in the case of failing this test, and if the student so wishes, they may choose to retake it with a test of the same nature.

d) Activities 2, 3 and 4 are not suitable for re-evaluation, and the grade obtained in each assignment (whether passed or not) will be part of the total average of the final grade.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
[A] Videogame Idea	40	18	0.72	2, 1, 3, 4, 6, 7, 10, 12, 9, 8, 11, 19, 18, 13, 14, 16, 17
[B] Case Study	30	13	0.52	2, 1, 3, 4, 6, 7, 10, 12, 8, 11, 18, 14, 15, 17, 5
[C] Classroom discussion and activites	20	8	0.32	2, 1, 4, 6, 7, 10, 12, 8, 14, 15, 17, 5
[D] Class participation	10	4	0.16	2, 1, 4, 6, 7, 12, 9, 8, 14, 15, 17, 5

Bibliography

The specific bibliography will be revealed throughout the semester.

Basic references:

Altman, R. (2000). *Los géneros cinematográficos*. Paidós Comunicación. Barcelona: Espasa.

Heussner, Tobias, Kristen Finley, Toya, Brandes Hepler, Jennifer, & Lemay, Anne (2015). The Game Narrative Toolbox

Complementary references:

· BISSELL, T. (2010). *Extralives: Why Video Games Matter*. New York: Pantheon Books.

· COLON, A. y ANYÓ, L. (2015). Argumentos para el clímax: estrategias narrativas en el vide- ojuego de acción y aventuras. En J. Cuesta y J. Sierra (Eds.), Vi*deojuegos: arte y narrativa audiovisual (p*p. 69-85). Madrid: ESNE.

· GONZÁLEZ, F. (2014) *Super Control. Seria aproximación al mundo del videojuego*. Star-t Magazine Books.

· LÓPEZ REDONDO, I. (2014). *¿Qué es un videojuego? Claves para entender el mayor fenómeno cultural del siglo XXI.* Sevilla: Ediciones Arcade.

· PARKIN, S. (2015). *Death by video game*. London: Serpent's Tail.

· PÉREZ, Ó. (Tesis doctoral, 2010). "Análisis de la significación del videojuego. Fundamentos teóricos del juego al mundo narrativo y la enunciación interactiva como perspectivas de estudio del discurso." UPF: http://www.tdx.cat/handle/10803/7273

Software

This course has no software prerequisites.