

GDD 394 HISTORY OF VIDEO GAMES

Course Info	GDD 394 History of Videogames Tues/Thurs. 9:30 am-10:45 am Tator 129 Game Lab
Instructor	Professor Elena Bertozzi elena.bertozzi@quinnipiac.edu • 203-582-7998 ardeaarts.org/vita.html
Office Hours	M/W 8-9am and by appointment. I respond to email during the week (Monday-Friday) and will try to respond to emails within 48 hours. Emails received on the weekend will be responded to by the beginning of the following week. If you send me your paper 48 hours before the due date, I will provide you with advice and feedback.
Description	Video games are an interactive medium grounded in step-by-step innovation in console and computer systems combined with parallel development in software capabilities. This course will examine the cultural, social and educational aspects of games and consider how they changed over time in response to market pressures, societal concerns about content, and technological development. Students will play and analyze historical games, learn how to write game reviews, and research new phenomenon in game development such as Twitch and Switch.
Objectives	Students in GDD 394 will: <ul style="list-style-type: none"> • Study the history and development of game consoles and the games designed for them • Learn how to critically analyze and review games • Practice analytical academic writing skills and correctly use citations to support their work • Prepare and produce class presentations that are organized, clear, and educational
Structure	The class meets twice weekly. On Tuesdays we will discuss the readings and the reading responses posted on Blackboard. On Thursdays students will lead class presentations about historic games.
Website	http://mywebspace.quinnipiac.edu/egbertozzi/history
Software/Hardware	When it is your turn to do a class presentation, you are responsible for ensuring that your game is set up and ready to play before class starts. Make sure that you have the console needed to play the game and that you have enough versions pf the game so that as many people can play

	<p>at one time as possible. The GDD program has multiple consoles and controllers that can be borrowed for this purpose, but you are in charge of making sure that they are present and available the day you need them.</p>
Student Work	<p>GDD keeps an archive of student work which may be displayed on the program website and used to publicize and promote our students and our program. Your papers and projects should be published on your own portfolio website and may be linked on the program website as well.</p>
Schedule	<p>WEEK 1 – Intros, Course Structure, Earliest game memory WEEK 2 – Games of the week, presentations WEEK 3 – Games of the week, presentations WEEK 4 – Games of the week, presentations WEEK 5 – Games of the week, presentations WEEK 6 – Games of the week, presentations Vintage Review Due WEEK 7 – Games of the week, presentations WEEK 8 – Games of the week, presentations WEEK 9 – Games of the week, presentations WEEK 10 – Games of the week, presentations Current Game Review Due WEEK 11 – Games of the week, presentations WEEK 12 – Games of the week, presentations WEEK 13 – Games of the week, presentations WEEK 14 – Games of the week, presentations Final Exam prep FINAL EXAM – We play the final exam Game</p>
Texts	<p><u>Vintage Game Consoles: An Inside Look at Apple, Atari, Commodore, Nintendo, and the Greatest Gaming Platforms of All Time</u> by Bill Loguidice and Matt Barton</p> <p><u>Ready Player One</u> by Ernest Cline (Crown Publishing)</p> <p><u>Enders Game</u> by Orson Scott Card</p>

Assignments

Game Analyses (30%)

For this assignment, you will play 2 games of your choice, watch them being played on Twitch and review/analyze them. The reviews should include analysis of the positive and negative features of the game, demonstrate an understanding of how the game fits into the history of game development, and analyze the varieties of play experiences available within the game structure and the possibilities for play offered by the hardware and software platform the game was built for.

Game Presentations (30%)

Each student will select 1 game from the Vintage Games book. You must bring a playable version of the game to class, allow us to test play it and then make a presentation in which you discuss how this game fits into its historical context, how the mechanic was enabled by the console that it was designed for, and your assessment of the game overall. Then you will do the same with a game designed during the last 5 years. A 3 paragraph summary of your presentations should be posted to Blackboard so everyone can see them.

Reading Responses (20%)

Each week you should post a thoughtful, reasoned response to the readings and week's topic on the Blackboard forum. These are due by noon Monday before class (readings listed in week 1 on the syllabus are due the following Monday). Your response should include citations and evidence that you have done the readings and are thinking critically about them. The expectation is that these will be at least 3 paragraphs long. (15 pts. per post)

Final Exam (15%)

We will either [play the final](#) or have an essay exam.

Class Participation (5%)

This is a seminar during which we will be playing a lot of games, so attendance and participation are mandatory. You should speak in class, play enthusiastically and be a good overall class citizen. If you miss more than 2 classes you will get no points in this category. (50 pts.)

Grading Rubric

Rubrics for each assignment are linked on the website

<http://mywebspace.quinnipiac.edu/egbertozzi/history/historyRubrics.html>

100(A) Excellent work. You went above and beyond the assignment, demonstrating deep engagement with the subject matter. Professional quality.

95(A) Excellent work. You demonstrate deep engagement with the subject matter.
 90(A-) Great work. You demonstrate mastery of the subject matter.
 85(B) Very good work. You demonstrate basic mastery of the subject matter.
 80(B-) Good work. You understand the subject matter and demonstrate proficiency. The work is solid, but not original or creative.
 75(C) Satisfactory work. You shows understanding of basic concepts but has occasional lapses.
 70(C-) Poor work. Barely adequate. Shows major gaps in understanding.
 60(D) Unsatisfactory. Does not satisfy the learning requirements.
 0(F) You didn't hand in your work before the due date.

Grades	It is your responsibility to keep track of your grades throughout the semester. Grades will be posted on Blackboard and may be checked at any time. If you are not doing as well as you would like to be, you can meet with me to discuss extra credit projects BEFORE the semester ends. If you feel that I have made a mistake recording a grade or failed to enter a grade that you earned correctly, please email me so that I can correct it. Do not contact me just because you want a higher grade on a graded assignment.
Grading Scale	Your final letter grade is based on the Quinnipiac Grading Scale as follows: A 93–100 B+ 87–89 B- 80–82 C 73–76 D 60–69 A- 90–92 B 83–86 C+ 77–79 C- 70–72 F 0–59 NOTE: A C- or better is required in all departmental prerequisites.
Plagiarism – Academic Integrity	<p>If you are unclear about what constitutes either of these, please read the relevant sections of the Student Handbook : http://www.quinnipiac.edu/about/academic-integrity/ The Policy for Academic Integrity is here on MyQ. If I discover cheating or plagiarism in my classes, I always prosecute the case to the fullest extent. This means that I notify the Academic Integrity Board which assists me in assessing responsibility and determining punishment and there is a permanent record in your file. I put a great deal of time and effort into grading. Grading plagiarized work is a waste of my time and energy. Your papers must be turned in electronically and may be checked on turnitin.com.</p> <p>At Quinnipiac, our community has chosen integrity as one of its guiding principles. Our academic integrity policy is based on the five fundamental values outlined by the Center for Academic Integrity:</p>

honesty, trust, responsibility, fairness and respect. "Double Dipping" (Multiple Uses of the Same Work) or presenting the same or substantially the same written work (or portion thereof) as part of the course requirement for more than one project or course, requires the express prior written permission of the instructor(s) involved. Any violation will be dealt with according to the Integrity policy, which can be found at:
<https://myq.quinnipiac.edu/Academics/Academic%20Integrity/Pages/default.aspx>

VPA Attendance

You are expected to be in class ready to work at the beginning of the scheduled class time. PROMPT ARRIVAL TO CLASS IS EXPECTED. Three late arrivals to class will equal one absence. PLEASE NOTE: IF YOU HAVE 6 OR MORE ABSENCES YOU MAY BE ASKED TO WITHDRAW FROM THE COURSE. 7 ABSENCES DURING THE SEMESTER WILL RESULT IN A FAILING GRADE. Attendance for the last class meeting scheduled during Finals Week is required. There is no distinction between "excused" or "unexcused" absences - missed course work, content and class participation are an issue in any absence and can negatively impact the rest of the class members. In the case of extenuating circumstances, such as an ongoing illness or the death of a loved one, the professor should be consulted as soon as possible, and documentation from the Student Affairs office may be required. In such circumstances the faculty and student can negotiate the possibility of granting an "Incomplete." In the rare cases where a student is allowed to take an "Incomplete" as the result of extenuating circumstances, the student must follow the guidelines and timelines stipulated in the University catalog.

The assignments for this class must be turned in complete and on-time. NO LATE WORK IS ACCEPTED. If you have a medical or family emergency which will prevent you from getting your work done, it is your obligation to notify the professor of this fact and provide him/her with the appropriate documentation BEFORE the due date of the assignment. If your work is not turned in on time and you have not provided an excuse prior to the due date, do NOT email the professor with justifications. You will simply not receive credit for the assignment.

**Resources:
Disability &
Tutoring**

Students with disabilities who wish to request reasonable accommodations should contact the Office of Student Accessibility in

Arnold Bernhard Library north wing at (203) 582-7600 or North Haven at SLE 340 (203)-582-7600 (access@quinnipiac.edu). Quinnipiac University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.

The Learning Commons is a group of academic programs that provide support to members of Quinnipiac's community. Support includes peer academic support, such as tutoring, study groups, and study tables. We also support students who disclose a disability and students for whom English is a foreign language and the Director of Pre health advising. Mount Carmel: 203-582-8628 LearningCommons@quinnipiac.edu