

University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Retro Games Archaeology			
Code: COMP07081	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Computing, Engineering and Physical Sciences		
Module Co-ordinator:	Dr Gavin Baxter		
Summary of Module			
<p>This module provides a historical overview and perspective of video games from their initial conception, evolution, and current developments. A core focus of the module will involve examining the aesthetic development of video games in addition to their cultural fruition.</p> <p>A key component of the module involves reviewing the concept known as retro gaming and whether the principles behind the notion are still applicable and relevant towards current games design. The games industry has evolved at a continuous and rapid rate with game genres such as FPS, RPS, MMOs, console games, arcade games, mobile games and F2P games. In addition to an historical account of the games industry the module will also focus on the aspects of game audio and pixel art and its affiliation towards games development and retro gaming.</p> <p>This module adopts a student-centred community driven approach via informal discussions during lectures on-campus. Lectures are run on-campus with additional support provided to students during tutorials which are also delivered on-campus. The module provides students with relevant enterprise meta-skills, appropriate for the games industry, such as creativity, critical thinking, planning, written and presentational skills. Physical and digital accessibility is adhered to in the module with access to the module's material via Aula. Students can access and download relevant course material to learn at their own pace and within their own time.</p> <ul style="list-style-type: none"> • Provide a broad overview of the historical evolution of the games industry by genre. • Examine and reflect upon the concept of a game reviewing potential evolution of the term. • Explore the notion of retro gaming and its impact upon current aspects of games design. • Review the concept of pixel art and its affiliation towards retro gaming. 			

- Provide scope to articulate about retro gaming concepts and present a retro game idea.
- Assess the immersive qualities of early retro games and how they have impacted upon modern game design.
- This module embeds the key “I am UWS” graduate attributes and in particular: Universal (collaborative, culturally aware), Work Ready (effective communicator, digitally-literate, problem-solver) and Successful (creative, driven, transformational).

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See Guidance Note for details.					

Campus(es) for Module Delivery						
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Demonstrate an understanding of the concept of a game and how this concept has developed over time.
L2	Analyse and gain an understanding of the chronological history of games development in terms of game genres.
L3	Discuss, articulate, document, and write about the influence and importance of early retro game gameplay innovations and how they have influenced modern game design.

L4	Present and document the influences of retro games in the context of modern game design and how they have shaped modern gaming.
L5	Produce a retro games design document and provide an oral presentation by outlining a retro game idea based on relevant retro game influences, design decisions and justifications.
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 and U)	<p>SCQF Level 7</p> <p>Understanding the concept of what constitutes a game and the salient components that define the principle of a game.</p> <p>Acknowledging and being able to identify different types of game genre in addition to how the games industry has evolved through the ages.</p> <p>Demonstrate a knowledge and understanding of retro gaming assessing its contemporary principles and relevancy towards modern games design.</p> <p>Document, present and justify a proposed retro game idea based on a specific game genre of choice.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 7</p> <p>Utilise knowledge of game genres and aesthetic advances in the games industry towards understanding the core concepts of games design.</p> <p>Articulate a historical account of the games industry in terms of contrasting genres and aesthetics with regards to visual and technical developments.</p> <p>To undertake a written piece about retro gaming and how early innovations of gaming have shaped modern game design.</p>
Generic Cognitive skills	<p>SCQF Level 7</p> <p>Critically review and consolidate knowledge associated with the concept of retro gaming and the historical evolution of the games industry.</p> <p>Plan, document, justify and orally present a retro game idea based on researching retro game influences and immersive qualities of retro games.</p> <p>Demonstrate original thought, research skills and creativity in presenting a retro game ide</p>

Communication, ICT and Numeracy Skills	<p>SCQF Level 7</p> <p>Present and illustrate knowledge, understanding and interpretations of the evolution of the games industry focusing on specific game genres.</p> <p>Communicate retro game ideas with peers and articulate the evolution and development of game concepts from prototype to final implementation.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 7</p> <p>Displaying an ability to work well and collaborate with peers in a professional manner.</p> <p>Ability to display and illustrate elements of creativity and independent thought in a logical way via game design ideas and documentation.</p> <p>Illustrate a degree of autonomy when working on tasks and demonstrate independent cognitive and logical skills in organisation, version control and time management.</p>	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code: COMP07028	Module Title: Intro to Games Development
	Other:	
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	10
Tutorial/Synchronous Support Activity	26

Independent Study	164
	200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Amos, E. (2018) <i>The Game Console: A History In Photographs</i>. No Starch Press.</p> <p>Craddock, D. (2019) <i>Arcade Perfect: how Pac-Man, Mortal Kombat and other coin-op classics invaded the living room</i>. Press Start Press.</p> <p>Horowitz, K. (2020) <i>Beyond Donkey Kong: a history of Nintendo arcade games</i>. Jefferson, North Carolina : McFarland & Company, Inc., Publishers.</p> <p>Johnson, J. (2018) <i>From Atari to Nintendo to Sega to the PlayStation: over 100 must play retro video games from the seventies, eighties and nineties</i>. Independently Published.</p> <p>Lendino, J. (2020) <i>Attract mode: The Rise and Fall of Coin-Op Arcade Games</i>. La Vergne: Jamie Lendino.</p> <p>Schreier, J. (2017) <i>Blood, Sweat, and Pixels: The Triumphant, Turbulent Stories Behind How Video Games Are Made</i>. Harper Paperbacks.</p> <p>Stanton, R. (2015) <i>A Brief History Of Video Games: From Atari to Virtual Reality</i>. Robinson.</p> <p>Silber, D. (2015) <i>Pixel Art for Game Developers</i>. A K Peters/CRC Press.</p> <p>Simons, I. and Newman, J. (2018) <i>A History of Videogames</i>. Carlton Books Ltd.</p>	
<p>(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)</p>	
Attendance and Engagement Requirements	
<p>In line with the Student Attendance and Engagement Procedure: Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.</p> <p>For the purposes of this module, academic engagement equates to the following:</p> <p>For the purposes of this module, academic engagement equates to the following: Students are expected to access course materials and other class materials (e.g., videos, online discussions) through the Aula platform and complete the coursework meeting submission deadlines. Flexibility and support will be provided to students encountering any problems in-person during the on-campus lectures and tutorials.</p>	

Disengagement from the module is defined as not having interacted within a 4-week period. If this happens then contact will be attempted with the student for conversation about their circumstances.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Computing
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	N Whitton
Moderator	Dr Thomas Hainey
External Examiner	Format: First initial + Surname. No titles. Please only enter if examiner has been approved for this module.
Accreditation Details	e.g. ACCA Click or tap here to enter text .
Changes/Version Number	1.1

Assessment: (also refer to Assessment Outcomes Grids below)

Assessment 1 – Written assessment (50%)

Assessment 2 – Presentation (50%)

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Design/ Diagram/ Drawing/ Photograph / Sketch	✓	✓	✓	✓	✓	50	0

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation				✓	✓	50	1

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Combined Total for All Components						100%	1 hours

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)