1. KentVision Code and title of the module

LING5002 Language of Gaming

## Division and School/Department or partner institution which will be responsible for management of the module

Arts & Humanities, School of Culture and Languages (English Language and Linguistics)

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 5

## The number of credits and the ECTS value which the module represents

15 credits (7.5 ECTS)

## Which term(s) the module is to be taught in (or other teaching pattern)

Autumn or Spring

## Prerequisite and co-requisite modules and/or any module restrictions

None

## The course(s) of study to which the module contributes

Optional to the following courses: BA (Hons) English Language and Linguistics

Also available as an elective module

## The intended subject specific learning outcomes. On successfully completing the module students will be able to:

8.1 Demonstrate knowledge and critical understanding of key narratology, ludology, and linguistic theories (storyworlds, intertextuality, genre theory, semiotics) coming to a systematic understanding of key aspects of this field;

8.2 Demonstrate knowledge and critical understanding of the related fields of game studies and literary studies where they are relevant (ludostylistics, immersion and attention);

8.3 Accurately carry out detailed analysis of a range of videogame discourse genres (including narrative design, world building, emergent player narratives) demonstrating cogent application of the particular linguistic approach under discussion;

8.4 Use narrative, ludology, and linguistic theory and related scholarly apparatus to make informed critical and evaluative judgments about a wide range of videogames, and be able to make use of this knowledge outside of the contexts in which it was first encountered;

8.5 Understand how theoretical approaches to the videogame industry impact on a wide range of themes and topics, for example: genre, narrative, and concepts of culture and community, gender, politics and ideology, identity;

8.6 Appreciate how their own knowledge and cultural background contributes to their understanding of media discourse.

## The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1 Engage in critical reflection, verbal discussion and written analysis and devise and sustain arguments relating to these analyses;

9.2 Make judgments about the appropriateness of different theoretical approaches and evaluate the efficacy of such approaches;

9.3 Demonstrate the ability to undertake independent learning (exercising initiative and personal responsibility) and reflect critically on their own academic work;

9.4 Present cogent arguments in written form.

## A synopsis of the curriculum

In this module, students develop a range of skills which will enable them to undertake the narratological, ludological, and linguistic analysis of videogames and related texts taken from a number of sources: widely available commercial 'Triple A' games, free 'indie' games, open gamer forums, YouTube and similar, and media commentary from magazines, newspapers, and website. Areas covered include: cultural and historical significance of videogames, ludology, ludostylistics, discourse analysis, cognitive poetics, digital ethics, and narratology. Students will develop the ability to approach the language of gaming critically, to identify common narrative and cognitive structures evident in videogames and related writing.

## Reading list

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

Ensslin, A (2012) *The Language of Gaming* Basingstoke, Hampshire: Palgrave Macmillan.

Salen and Zimmerman (2003) *Rule of Play: Game Design and Fundamentals* Cambridge, Massachusetts: MIT Press.

Stockwell, P (2019) *Cognitive Poetics: An Introduction* Abingdon, Cambridgeshire: Routledge.

Ryan, M-L (2015) *Narrative as Virtual Reality 2: Revisiting Immersion and Interactivity in Literature and Electronic Media* Baltimore, Maryland: Johns Hopkins University Press.

Wardrip-Fruin et al. (2004) *First Person* Cambridge, Massachusetts: MIT Press

## Contact Hours

Private Study: 130

Contact Hours: 20

Total: 150

## Assessment methods

* 1. Main assessment methods

Assignment 1 (1,000 words) – 40%

Assignment 2 (1,500 words) – 60%

13.2 Reassessment methods

100% coursework (1,500 words).

## Map of module learning outcomes (sections 8 & 9) to learning and teaching methods and methods of assessment (section 13)

**Module learning outcomes against learning and teaching methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Private Study** | **X** | **X** | **x** | **X** | **X** | **X** | **x** | **x** | **X** | **x** |
| Lectures | **X** | **X** | **X** | **X** | **X** | **x** | **X** | **x** | **X** | **x** |
| Seminars | **X** | **x** | **X** | **x** | **X** | **x** | **X** | **X** | **x** | **x** |

**Module learning outcomes against assessment methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Assignment 1 | **X** | **X** | **X** | **X** | **x** | **x** | **X** | **X** | **X** | **x** |
| Assignment 2 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

## Inclusive module design

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

## Campus(es) or centre(s) where module will be delivered

Canterbury

## Internationalisation

This module will address the world history of videogames alongside their cultural significance, thus drawing on examples from around the world, e.g. *PacMan* (Namco, Japan), *Assassin’s Creed* (Ubisoft, France and Canada), *Candy Crush* (King Digital, Malta and Sweden), *Tetris* (The Tetris Company, Russia). It will also draw upon international games and digital humanities scholarship, as well as encouraging students to seek out their own examples of videogames and online gaming discussions which will necessarily be international because of the nature of the industry. Students will also be encouraged to read and research widely into the growing academic field and engage with recent international conference papers from groups like DiGRA (Digital Games Research Association, established in Finland) which includes the work of scholars worldwide.

**DIVISIONAL USE ONLY**

**Module record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

| Date approved | New/Major/minor revision | Start date of delivery of (revised) version | Section revised  (if applicable) | Impacts PLOs (Q6&7 cover sheet) |
| --- | --- | --- | --- | --- |
| 21/12/21 | New | September 2022 | n/a | no |
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