Unit Outline

GRDE2015 Game Design Introduction

Semester 2, 2016

Unit study package code:	GRDE2015	
Mode of study:	Internal	
Tuition pattern summary:	Note: For any specific variations to this tuition pattern and for precise information refer to the Learning Activities section. Computer Laboratory: 1 x 3 Hours Weekly This unit does not have a fieldwork component.	
Credit Value:	25.0	
Pre-requisite units:	Nil	
Co-requisite units:	Nil	
Anti-requisite units:	Nil	
Result type:	Grade/Mark	
Approved incidental fees:	Information about approved incidental fees can be obtained from our website. Visit fees.curtin.edu.au/incidental_fees.cfm for details.	
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Learning Management System:	Blackboard (lms.curtin.edu.au)	

Acknowledgement of Country

We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present.

Syllabus

Examines the design of games, and presents various ways to consider games (as virtual environments, toys, narrative, sets of rules, simulations). Primarily concerned with the logical and aesthetic structures of games, especially those utilising three dimensional modelling and rendering. The current and future possible applications of games design will also be considered. Students will undertake both analysis and concept/design of games, as well as explore the potential to create games. Projects will include an analysis of an existing game, and/or the conception and paper based design of a game.

Introduction

This unit examines the design of games and theoretical perspectives on games (e.g. rules, narratives, simulations, aesthetics and history).

Its focus is providing a framework for the conceptual design of games for entertainment and education as well as the appreciation of gaming as a meaningful aesthetic experience.

Students will undertake an analysis of a game, write a game design brief, and develop a game asset that reflects their skills and interests, for example concept art, 3D models, a maquette, a game level or a boardgame prototype.

Unit Learning Outcomes

All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin's Graduate Attributes through the assurance of learning process in each unit.

	On successful completion of this unit students can:	Graduate Attributes addressed
1	Acquire knowledge about how digitally mediated games are connected to play, sport, toys and non-computer, video games as a cultural phenomenon	
2	Understand the limitations imposed on games by their techno historical context	
3	Ability to distinguish the aesthetic and structural aspects of games	
4	Work iteratively on the development of games concepts	
5	Create design documentation that communicates to other designers	

Curtin's Graduate Attributes

	Apply discipline knowledge		Thinking skills (use analytical skills to solve problems)		Information skills (confidence to investigate new ideas)
	Communication skills		Technology skills		Learning how to learn (apply principles learnt to new situations) (confidence to tackle unfamiliar problems)
	International perspective (value the perspectives of others)		Cultural understanding (value the perspectives of others)		Professional Skills (work independently and as a team) (plan own work)

Find out more about Curtin's Graduate attributes at the Office of Teaching & Learning website: ctl.curtin.edu.au

Learning Activities

The unit's Study Guide contains material that aim's to broaden your understanding of relevant topics and guide you towards satisfying the learning outcomes for the unit. You will undertake study in the theory of game design, learn how to breakdown and analyse the constituent elements of games and take your first steps into game asset production.

Over the course of this unit, you will learn about the history of gaming, its context within society and media, gameplay mechanics and aesthetic / narrative approaches in game design. You will undertake three assignments that provide you with the opportunity to engage with different aspects of game design from an analytical framework.

You will have access to visual resources that aim to support you as you progress towards the realisation of your design ideas. Remember to leverage your tutor and peers for feedback throughout the semester - closing the feedback loop will help to ensure that you are on track with your project development. A lack of regular contact with your tutor or non-participation during class time may impede your ability to get the most out of this unit and/or prevent you from fully realising the learning outcomes of the unit.

Learning Resources

Other resources

Lynda.com Online Training

Curtin University provides free access to Lynda.com for this unit (in accordance with Lynda.com terms and conditions).

To access your account on Lynda.com, activate your account through the email activation. If you didn't receive an activation email, follow this link (http://www.lynda.com/login/loginhelp.aspx) and use your student number email (e.g. **12345678@student.curtin.edu.au**) to change your account password.

This service offers tutorial videos for a vast range of applications, tools, techniques, and even interviews with professionals.

If you do not have access to Lynda.com, consult your tutor or unit coordinator to request access, and refer to the required weekly video guide available in Blackboard.

Assessment

Assessment schedule

	Task	Value %	Date Due	Unit Learning Outcome(s) Assessed
1	Exercise 1	40 percent	**Week:** 5 **Day:** Friday 2nd September **Time:** 11:59PM	1,5
2	Exercise 2	20 percent	**Week:** 8 **Day:** Your scheduled tutorial day **Time:** Your scheduled tutorial time	2,4
3	Exercise 3	40 percent	**Week:** 14 **Day:** Your scheduled tutorial day **Time:** Your scheduled tutorial time	2,3,5

Detailed information on assessment tasks

1. **Assignment 1 Brief – Game Analysis**

   40% of semester mark.

   Choose a game with which you have a strong emotional connection and use the framework provided to

formally analyse and try to understand your responses to it. You will need to consider such aspects as game rules, art, interface, animation, characters, artificial intelligence, level design, lighting, music, sound effects and so on.

Both sections of the assignment will need to refer to the theoretical concepts provided in the first part of the unit, e.g. the terms used in Jesper Juul's account of games.

Full Chicago Author-Date referencing must be utilised to cite any 3rd party work. Additionally, all images must be sourced. The assignment is to be printed as a Word document using Calibri (or Times New Roman) at 12dpi, with one and a half line spacing.

DELIVERABLES

Download the Assignment 1 Framework (see Blackboard site) and use this as the basis for your submission.

File Naming: The Word file you submit must follow the convention: "A1-YourFullName" (Note: A1 stands for Assignment 1.)

Where to Submit: On the unit's Blackboard website click on the Assessment's tab, then the Assignment 1 folder, and use the "Assignment Submission" section to submit a zipped file. Upload your document by the deadline. Contact your tutor if you have any issues.

* Late uploads without prior extension approval will attract a late submission penalty.

2. Assignment 2 Brief: Game Design Document

20% of Semester Mark

In this project you will create a Game Design Document and accompanying Reflection using the Assignment 2 Framework as a guide.

The Game Design Document will require you to describe the high concept, core gameplay, story, game world and characters, as well as the interface, architecture, lighting, sound, intended platform, demographic, and other design and technical considerations. This will be brought together in a concise, polished document.

Your Reflection will involve you discussing the reasoning behind your design choices with reference to theoretical concepts from the unit and cultural sources that you use. This will require you to use and cite sources and discuss how/why your elements blend together to create a new, distinct style for the player. Your Reflection will take the form of a formal report.

DELIVERABLES

Download the Assignment 2 Framework (see Blackboard site) and use this as the basis for your submission.

File Naming: The Word file of your Game Design Brief and Reflection must follow the convention: "A2-YourFullName" (Note: A2 stands for Assignment 2.)

Where to Submit: On the unit's Blackboard website click on the Assessment's tab, then the Assignment 1 folder, and use the "Assignment Submission" section to submit a zipped file. Upload your document by the deadline. Contact your tutor if you have any issues.

* Late uploads without prior extension approval will attract a late submission penalty.

3. Assignment 3: Build a Game Asset

40% of semester mark.

In this project you will create a specific "asset" for the game you imagined in Assignment 2. The type of asset you produce will depend upon your own skills and interests.

The scope for this asset is wide, and might include:

- A written document that describes the backstory and game world.
- A linear and non-linear game script of the game's dialogue and action.
- Concept art for one or more characters.
- A 3D model and render of a game character.
- An animation for a 3D model.
- A maquette of a game character.

- A level design for the game.
- Script and storyboard cut-scenes preceding a level.
- The development of level prototype, e.g. in Unity.
- Game music and/or special effects.
- Prototype of a paper-based game (e.g. cards, board, miniatures, rules).

This list is not exhaustive. Please negotiate your lecturer if you wish to negotiate the creation of different game assets.

The format of the final submission will depend upon the asset you choose to create. Discuss this with your lecturer if anything is unclear. By default:

- Written documents, scripts, level designs and rules should be submitted as Word documents following standard format (Calibri or Times New Roman, 12dpi, one and a half line spacing).
- Concept art, 3D models and animations should be submitted in both their original form (e.g. Photoshop files, Maya files, Zbrush files) and a pdf showing a visual representation of the final result (e.g. a short folio of images, full pages of polished art, orthographics of front back and side of 3D models, screenshots of the animations cycle). 3D models also will require a video of the rotating character and animations will require a video of the rendered animation sequence.
- Maquettes and prototypes should be physically submitted in a box or other container. Care will be taken, but there is no guarantee that physical submissions will not be damaged.
- Game levels should be provided both as full assets as well as a playable Build for PC.
- Music should be provided as a playable music file, e.g. mp3 or avi.

All assignments must include a Reflection section describing the media asset and discussing the design process, including design decisions, an evaluation of the final product, and what was learned from the design and development process.

DELIVERABLES

1. Download the Assignment 3 Framework (see Blackboard site) and use this as the basis for your submission.

File Naming: The Word file of your Reflection must follow the convention: "A3-YourFullName" (Note: A3 stands for Assignment 3.)

Where to Submit: On the unit's Blackboard website click on the Assessment's tab, then the Assignment 1 folder, and use the "Assignment Submission" section to submit a zipped file. Upload your document by the deadline. Contact your Lecturer if you have any issues.

2. In discussion with your Lecturer, negotiate an appropriate submission method for the Game Asset component of the assignment. Files too big to be uploaded to the Dropbox should be submitted on a labelled USB. You must indicate the format/location of this submission in the above Assignment 3 document.

* Late uploads without prior extension approval will attract a late submission penalty.

Pass requirements

Students must achieve a final overall mark of 50% to pass this unit.

Fair assessment through moderation

Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment and Student Progression Manual, available from policies.curtin.edu.au/policies/teachingandlearning.cfm

Late assessment policy

This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (eg a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment **more than seven calendar days overdue will not be marked and will receive a mark of 0.**

Assessment extension

A student unable to complete an assessment task by/on the original published date/time (eg examinations, tests) or due date/time (eg assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student's control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners' meeting.

For assessment extension, please fill out the assessment extension application form, and forward this through with supporting documents to the soda.tso@curtin.edu.au email. Ensure that you CC your unit coordinator into the email. This needs to be done at least **TWO** days before the assessment deadline.

Deferred assessments

If your results show that you have been granted a deferred assessment you should immediately check OASIS for details.

Supplementary assessments

Supplementary assessments are not available in this unit.

Reasonable adjustments for students with disabilities/health circumstances likely to impact on studies

A Curtin Access Plan (CAP) is a document that outlines the type and level of support required by a student with a disability or health condition to have equitable access to their studies at Curtin. This support can include alternative exam or test arrangements, study materials in accessible formats, access to Curtin's facilities and services or other support as discussed with an advisor from Disability Services (disability.curtin.edu.au). Documentation is required from your treating Health Professional to confirm your health circumstances.

If you think you may be eligible for a CAP, please contact Disability Services. If you already have a CAP please provide it to the Unit Coordinator at the beginning of each semester.

Referencing style

The referencing style for this unit is Chicago.

More information can be found on this style from the Library web site:
http://libguides.library.curtin.edu.au/referencing.

Copyright

Academic Integrity (including plagiarism and cheating)

Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course.

Plagiarism occurs when work or property of another person is presented as one's own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

From Semester 1, 2016, all incoming coursework students are required to complete Curtin's Academic Integrity Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at: https://academicintegrity.curtin.edu.au/students/AIP.cfm

Refer to the Academic Integrity tab in Blackboard or academicintegrity.curtin.edu.au for more information, including student guidelines for avoiding plagiarism.

Information and Communications Technology (ICT) Expectations

Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

For general ICT assistance, in the first instance please contact OASIS Student Support: oasisapps.curtin.edu.au/help/general/support.cfm

For specific assistance with any of the items listed below, please contact The Learning Centre: life.curtin.edu.au/learning-support/learning_centre.htm

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel

Additional information

Research
In this unit you will need to look at the games that you come across through a new 'lens' - that of the analytical designer. Previously, you may have only 'consumed' games in a passive manner. Now as you delve deeper into game design theory, you will need to analyse the constituent elements in a game as well as consider its impact upon the player. As you conduct your research, ensure that you cast a wide net by examining any areas that are relevant to the field.

Enrolment

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University's Guiding Ethical Principles
- the University's policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University's policies on appropriate use of software and computer facilities

Information on all these things is available through the University's "Student Rights and Responsibilities" website at: students.curtin.edu.au/rights.

Student Equity

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesj@curtin.edu.au or go to http://eesj.curtin.edu.au/student_equity/index.cfm for more information

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://life.curtin.edu.au/health-and-wellbeing/about_multifaith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin's Student Wellbeing Advisory Service at: http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm

Recent unit changes

Students are encouraged to provide unit feedback through ***e*VALUate**, Curtin's online student feedback system. For more information about ***e*VALUate**, please refer to evaluate.curtin.edu.au/info/.

	To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm. See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can ***e*VALUate** this unit.

Recent changes to this unit include:

This unit was completely redeveloped in 2013.

Program calendar

Program Calendar – Semester 2 2016

Week	Week Begins	Tutorial	Assessment Due
Orientation	**25 July**	Orientation Week	
1.	**1 August**	Unit Introduction: Developing Game Concepts	
2.	**8 August**	Games, Rules and Strategy	
3.	**15 August**	Games and Narratives	
4.	**22 August**	Games as Simulations	
5.	**29 August**	Tuition Free Week **Assignment 1**: Game Analysis (40%) due Friday 2nd September	
6.	**5 September**	Player Types and Game Aesthetics	
7.	**12 September**	Game History	
8.	**19 September**	Games, Literature and Film	**Assignment 2**: Game Design Document (20%) due in class
9.	**26 September**	Tuition Free Week	
10.	**3 October**	Game Interface Design	
11.	**10 October**	Game Character Design	
12.	**17 October**	Game World and Level Design	
13.	**24 October**	Emotion and Games	
14.	**31 October**	Issues in Gaming and Game Development	**Assignment 3**: Game Asset (40%) due in class
15.	**7 November**	Study Week	
16.	**14 November**	Examinations	
17.	**21 November**	Examinations	