COURSE CONTENT

Course Code	DT3017
Course Title	Game Seminar
Pre-requisites	DT2018 Animation for Games I or DT3014 Game Design II
No of AUs	3
Contact Hours	39 hours studio contact

Course Aims

In this advanced level course, you will apply play theory, game mechanics, and game design techniques to create a game that engages meaningfully with an aspect of society. You will examine a range of roles that digital games play in society, including simulation, training, education, and entertainment, and you will identify a context that a digital game could respond to. The learning in this course will directly inform other advanced level game, animation and interactive oriented courses.

Intended Learning Outcomes (ILO)

By the end of the course, you should be able to:

1. Describe game design models which respond to a context from society.

2. Develop digital game responses to a specific context.

3. Apply play theory, game mechanics, and game design techniques to create a game that engages meaningfully with a player

4. Develop a game following a production pipeline, meeting all deadlines, either individually or as part of a team.

5. Provide constructive feedback and critique in response to presentation and prototyping situations.

Course Content

In this course you will expand your knowledge and engagement with digital gaming as an aspect of modern-day society. You will explore how digital gaming has become an integrated part of modern life, from interactions with everyday consoles such as ticketing machines, through to the highly competitive engagement of professional e-sport tournaments.

You will begin this course by conducting a research survey of a range of roles that games play in society. Following a criteria-based selection process, you will conduct a case study analysis. This research analysis will reveal how the integrated aspects of play, mechanics, and design generate engagement and reward for the player in your selected sample. At the same time, examples of game research and theory will be presented, discussed, and contextualised to a modern-day context.

Based on your research, you will apply your findings to develop a game proposal that addresses the specified role. This proposal will be presented to the class, discussed and critiqued. Following presentation, you will develop your proposal into a playable game, or join another team to work on their proposal.

You may work independently, or as part of a team. In all situations, you will be assessed as an individual, with individual performance criteria, as well as considering your role and contribution to the team.

The final intention of this course is to produce a working game prototype that clearly demonstrates a meaningful response to the societal context that was identified through the research analysis.

Assessment (includes both continuous and summative assessment)

Component	ILO Tested	Programme LO	Weighting	Team/ Individual
Continuous Assessment **Assignment 1: Game Analysis and Response** - Research 20% - Development 20%	1,2,3	N.A	40	Individual
Assignment 2: **Game prototype** - Production 20% - Prototype 20%	2,3,4	N.A	40	Individual
Continuous Assessment: Participation	5	N.A	20	Individual
Total			100%	

Reading and References

1. Byrne, E. *Game level design.* Vol. 6. Boston: Charles River Media, 2005.
2. Fullerton, T. *Game Design Workshop: A playcentric approach to creating innovative games.* London:Morgan Kaufmann 2008
3. McGonigal, J. *Reality is broken: Why games make us better and how they can change the world.* Penguin, 2011.
4. Moore, M. *Basics of Game Design*. CRC Press 2011
5. Oxland, K. *Gameplay and Design.* London: AddisonWesley. 2004
6. Perry, D *Game Design.* London: Cengage 2010
7. Salen, K. and Zimmerman, E. (2004) *Rules of Play.* MIT Press: London
8. Schell, J. *The Art of Games Design: A book of lenses.* London: Morgan Kaufmann Publishers 2008
9. Sicart, M. *Defining Game Mechanics.* Gamestudies.org [http://gamestudies.org/0802/articles/sicart/]
10. Sylvester, T. *Designing Games:* A Guide to Engineering Experiences. O'Reilly Media 2013

Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned readings, activities, assignments, attend all classes

punctually and complete all scheduled assignments by due dates. You are expected to take responsibility to follow up with assignments and course related announcements. You are expected to participate in all project critiques, class discussions and activities.

(2) Punctuality

You are expected to be punctual for all classes. If you are more than 30 minutes late, you will be deemed as absent and will not be able to sign on the attendance register.

(3) Absenteeism

In-class activities make up a significant portion of your course grade. Absence from class without a valid reason will affect your participation grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for in-class activities.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the academic integrity website for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Course Instructors

Instructor	Office Location	Phone	Email
TBA	TBA	TBA	TBA

Planned Weekly Schedule*

*Subject to adjustment by instructor according to the teaching situation, students' progress, public holidays and unforeseeable circumstances. A revised schedule will be issued to students at the start of the semester.

Week	Topic	Course LO	Readings/ Activities
1	**Introduction to course** **Games in Society**	1,2,3	**Introductory Lecture - Games in Society** **In-class discussion** Class exercise

2	**Game Analysis**	1,2,3	**Lecture on Game Analysis History and principles** Class exercise on game analysis techniques. **Introduction to first assignment – Game Analysis and Response**
3	**Game Response to Society** **Assignment 1: Game Analysis and Response**	1,2,3	**Lecture on Game Response to Society** Project work: Instructor consultation, critique and feedback with small groups and individuals.
4-5	**Assignment 1: Game Analysis and Response** **Prototyping strategies**	1,2,3	**Lecture on Prototyping Strategies** Project work: Instructor consultation, critique and feedback with small groups and individuals.
6	**Student presentations**	1,2,3,5	**Student presentations of game proposal that addresses specified role.** Discussion, critique and feedback
7	**Production development** Production teams formed. Roles established	2,3,4	**Lecture on Production Strategies** Students present production strategy, timelines, team management, and key milestone to instructor.
8-9	**Project Production**	2,3,4	Project: Instructor consultation, critique and feedback with small groups and individuals.
10	**Prototype testing**	2,3,4	Rough Prototype testing session. Key principles of game tested and evaluated.
11-12	**Project Production**	2,3,4	Project: Instructor consultation, critique and feedback with small groups and individuals.
13	**Playtest Presentations** **Final submission**	2,3,4,5	**Student presentations of playable game and playtests.** **Discussion and critique** **Final submission**