COURSE OUTLINE

SGD103 Introduction to Game Production

School: School of Business and Creative Industries

2022 | Semester 2

UniSC Sunshine Coast UniSC Moreton Bay	BLENDED LEARNING	Most of your course is on campus but you may be able to do some components of this course online.
Online	ONLINE	You can do this course without coming onto campus.

Please go to usc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This course provides the foundation skills and knowledge required to participate effectively in a game production studio environment. You will gain an understanding of the various roles, responsibilities and production methodologies involved in game development. This knowledge will be applied in the design and analysis of a classic arcade-inspired game using contemporary production tools and practices. You will work in small development teams to iterate and expand upon the game's design, reflecting on the implications that the development environment has for production roles and methods.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Weekly learning materials prepared by the course coordinator for students to complete asynchronously.	1hr	Week 1	13 times
Tutorial/Workshop 1 – Workshops for group work and game design and development activities. These will be offered synchronously for both on campus and online students.	2hrs	Throughout teaching period (refer to Format)	10 times
Seminar – In this 3 hour seminar you will do in-person learning activities to facilitate completing assessment and/or find out more about working in the games industry.	3hrs	Refer to Format	Once Only
Information session – Synchronous online sessions to provide detailed information about upcoming assessment tasks. Times will be listed in the course's learning management system.	1hr	Refer to Format	3 times
ONLINE			
Learning materials – Weekly learning materials prepared by the course coordinator for students to complete asynchronously.	1hr	Week 1	13 times
Tutorial/Workshop 1 – Workshops for group work and game design and development activities. These will be offered synchronously for both on campus and online students.	2hrs	Refer to Format	10 times
Seminar – In this 3 hour seminar you will do in-person learning activities to facilitate completing assessment and/or find out more about working in the games industry.	3hrs	Refer to Format	Once Only
Information session – Synchronous online sessions to provide detailed information about upcoming assessment tasks. Times will be listed in the course's learning management system.	1hr	Refer to Format	3 times

1.3. Course Topics

- Introduction to game production
- History and overview of the video game industry
- Trade secrets and non-disclosure agreements
- Roles and responsibilities
- Development teams
- Production methodology
- Studio practice

2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES		GRADUATE QUALITIES
On successful completion of this course, you should be able to...		Completing these tasks successfully will contribute to you becoming...
1	Develop classic digital games accounting for games design context, game structure, and broader impact.	Creative and critical thinker Engaged
2	Analyse how elements of games and teams work together to create engaging player experiences.	Creative and critical thinker Sustainability-focussed
3	Extend on an existing classic game design and communicate your game design to a lay audience and a professional audience.	Knowledgeable Empowered

5. Am I eligible to enrol in this course?

Refer to the UniSC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1. Pre-requisites

Not applicable

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

You need to be computer literate, have experience in online research and have skills in using text editing and presentation software.

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Students will receive weekly feedback during workshops, starting in week 1, to strengthen their understanding of game design. Feedback given will be formative in nature, helping to scaffold learning toward the final product.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Artefact - Creative, and Written Piece	Individual	30%	1500 words (equivalence)	Week 6	Online Submission
All	2	Oral	Individual and Group	35%	2000 words (equivalence)	Week 9	Online Submission
All	3	Artefact - Creative	Individual and Group	35%	Digital prototype	Week 13	Online Submission

All - Assessment Task 1: Classic Game Development

GOAL:	Students are tasked to create and develop a minimum of two classic arcade-inspired games using contemporary support material, production tools, and practices.
PRODUCT:	Artefact - Creative, and Written Piece
FORMAT:	This assessment has two parts: a) Creative artefact: including the completion of a minimum of two classic arcade-inspired games. A list will be given in class. b) Written Piece: including a post-mortem of the experience developing the classic arcade-inspired games and evidence of problem solving.

CRITERIA:

No.		Learning Outcome assessed
1	Use contemporary game develop software to create game experiences	1
2	Complete a minimum of two arcade prototypes, meeting deadlines, and contributing to consultations and discussions.	1 2
3	Clear and concise post-mortem of the experience and evidence of problem solving.	2 3

All - Assessment Task 2: Pitch/Presentation

GOAL:	Many new game designs are inspired by the classics. For this assessment you must draw on the games developed for assessment 1 to pitch a new feature or modification.
PRODUCT:	Oral
FORMAT:	Presentation (F2F or Recorded Online): You are required to pitch potential modifications that could be made to one of the arcade-inspired games development in Assessment Task 1. Describe what you think you could do to improve the game and how you would go about it.

CRITERIA:

No.		Learning Outcome assessed
1	Clearly conveying ideas, following presentation requirements, and engaging the audience.	1 2
2	Demonstrated understanding of historical game design concepts	2
3	Identifying an arcade game to modify, identifying origins of the arcade game, conducting a market analysis, elaborating on potential designs, identifying player experience goal, and identifying preferred discipline.	2 3
4	Design a game feature suitable for the player experience goal, target audience	1 3

All - Assessment Task 3: Arcade Inspired Game

GOAL:	Students are tasked to work in a team of 3-4 to modify, remix or build upon one of the chosen arcade-inspired game developed for Assessment Task 1
PRODUCT:	Artefact - Creative
FORMAT:	Professional/Industry format: Students are tasked to work in a team of 3-4 to modify, remix or build upon one of the chosen arcade-inspired game developed for Assessment Task 1. Final game will be an executable file submitted on the learning management system.

CRITERIA:	No.		Learning Outcome assessed
	1	Developed a video game slice suitable for demonstrating the key features of the game.	1 3
	2	Collaborate in a team to develop a game suitable for the player experience goal, target audience.	2
	3	Use of appropriate production management tools, meeting deadlines, and contributing to consultations.	1 2
	4	Demonstrated an organised and ongoing individual contribution to the project.	1 2

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

8.2. Specific requirements

Not applicable

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the online induction training for students, and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%
The course is graded using the Standard Grading scale
You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:
- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: 07 5430 1168 or using the SafeZone app. For general enquires contact the SafeUniSC team by phone 07 5456 3864 or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call 07 5430 1226 or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the Learning Advisers web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to Student Hub, email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, AccessAbility Services can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to Student Hub, email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The Student Charter sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. General Enquiries

In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au