

# SGD214 Interactive Narrative: Puzzles and Quests

**School:** School of Business and Creative Industries

2023 | Semester 2

UniSC Sunshine Coast

**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](http://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

In this course, you will learn about logic principles and deductive reasoning techniques, exemplified by a variety of puzzle types and quests commonly used within games. You will explore, analyse and create several types of puzzles and quests. Assessments include a critical reflection on the use of puzzles for cognitive outcomes, a journal where you will create your own puzzles and quests, and a comprehensive puzzle document where quests and puzzles are included within a cohesive game story.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Lecture</b> – 1 hour online lecture content for 12 weeks (or equivalent).	1hr	Week 1	12 times
<b>Laboratory 1</b> – In-class laboratory	2hrs	Week 2	12 times
<b>ONLINE</b>			
<b>Lecture</b> – 1 hour online lecture content for 12 weeks (or equivalent).	1hr	Week 1	12 times
<b>Laboratory 1</b> – Interactive zoom laboratory	2hrs	Week 2	12 times

### 1.3. Course Topics

Ludology

Narratology

Psychology

Ratiocination

Inductive/Deductive Reasoning

Quest Narratives

Interactivity

Interactive Narrative Design

Aesthetics

## 2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

## 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	Critically analyse the relationship between narrative and interactivity	Knowledgeable Creative and critical thinker Engaged
2	Demonstrate a broad body of knowledge regarding puzzle design in both offline and digital formats.	Knowledgeable Creative and critical thinker
3	Demonstrate knowledge in the practices of interactive narrative design and development	Knowledgeable Creative and critical thinker Empowered Engaged
4	Integrate and apply knowledge from specific fields and disciplines; such as narratology, ludology, and psychoanalytical studies.	Knowledgeable Creative and critical thinker Empowered Ethical Engaged

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...
5 Creative production of interactive stories that effectively balance narrative aspects and user experience,	Knowledgeable Creative and critical thinker Empowered Ethical Engaged Sustainability-focussed

## 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)

Students are assumed to have basic computer literacy as well as experience with video games and interactive stories, with knowledge of branching paths and multiple plot development techniques.

## 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

Weekly journals will be checked in week 3 to make sure students are recognising and articulating relevant concepts and design principles.

### 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	Journal	Individual	30%	at least 200 per week	Throughout teaching period (refer to Format)	Online Assignment Submission with plagiarism check
All	2	Oral and Written Piece	Individual	30%	7-10 minute presentation	Week 9	In Class
All	3	Artefact - Creative	Individual	40%	equivalent of 1500-2000 words	Week 13	Online Assignment Submission with plagiarism check

### All - Assessment Task 1: Reflective Journal

<b>GOAL:</b>	This task consists of weekly journal entries, where students analyse and critically discuss the theoretical underpinnings of interactive narrative design principles.		
<b>PRODUCT:</b>	Journal		
<b>FORMAT:</b>	Students will write a weekly reflective journal of at least 200 words per week. Each week student will be given reflective questions as a starting point for their journal. It is expected that the students will delve deeper into the weekly concepts, considering prior knowledge and locating specific examples to help augment their understanding and possible construction of these ludic and narrative conventions. The reflective journal should consider the relationship between theory, design, and production of interactive narrative concepts.		
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>	
	1	Demonstrates understanding of the application of theory	1 4
	2	Analyses and reflects on content, methods and processes	2 3
	3	Reflects on personal knowledge, viewpoints and creative ideas	1 2 3

### All - Assessment Task 2: Design Concept Presentation

<b>GOAL:</b>	This task consists of a formal presentation (and accompanying concept outline), where students will discuss the specific theories that underpin their interactive design concept for their upcoming task 3. Students will argue the merit and benefit of the ludic and narrative conventions chosen to tell their story and emphasise the interactive aspect of their narrative design.		
<b>PRODUCT:</b>	Oral and Written Piece		
<b>FORMAT:</b>	Students will deliver a 7-10 minute presentation discussing the theoretical concepts and design principles that underpin their prototype and narrative draft. The presentation should demonstrate a clear understanding of narrative process and ludic considerations. Student will also submit an outline/flow chart demonstrating their progress on their final artefact.		
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>	
	1	Communicates the relevance of specific theoretical conventions to the proposed narrative design principles	1 2 3 4
	2	Demonstrates a clear understanding of the relationship between narrative and interactivity	1 2
	3	Demonstrates knowledge of the progression from concept, design, draft, and production of an interactive narrative.	3 4
	4	Professionally presents ideas in an engaging and effective manner.	2 3 4

### All - Assessment Task 3: Interactive Narrative Artefact

<b>GOAL:</b>	This task consists of a polished interactive narrative artefact, where students demonstrate their understanding of ludic and narrative conventions. The artefact must showcase interactive narrative design principles discussed within the course and consider the user experience and input in their narrative design.		
<b>PRODUCT:</b>	Artefact - Creative		
<b>FORMAT:</b>	Create and submit a comprehensive and engaging puzzle /quest interactive narrative artefact. The artefact can be presented in a few different forms (See Blackboard for options). All artefact options will be the equivalent of 1500 - 2000 words and will showcase your ability to put theoretical concepts and design principles into practice.		

CRITERIA:	No.	Learning Outcome assessed
	1	Effectively integrates puzzles that enhance the narrative and allow for interactive engagement. 2 3 5
	2	Appropriate use of puzzle/quest techniques, conventions, and strategies to augment the narrative design 2 3 4 5
	3	Demonstrates application of specific theoretical tenets in a cohesive and relevant manner 2 3 5
	4	Applies knowledge and understanding of interactive narrative design 4 5
	5	Professionally presented and adheres to industry standards 2 3 4 5

## 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](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto: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](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto: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](mailto: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](mailto: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](mailto: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](mailto:studentcentral@usc.edu.au)

