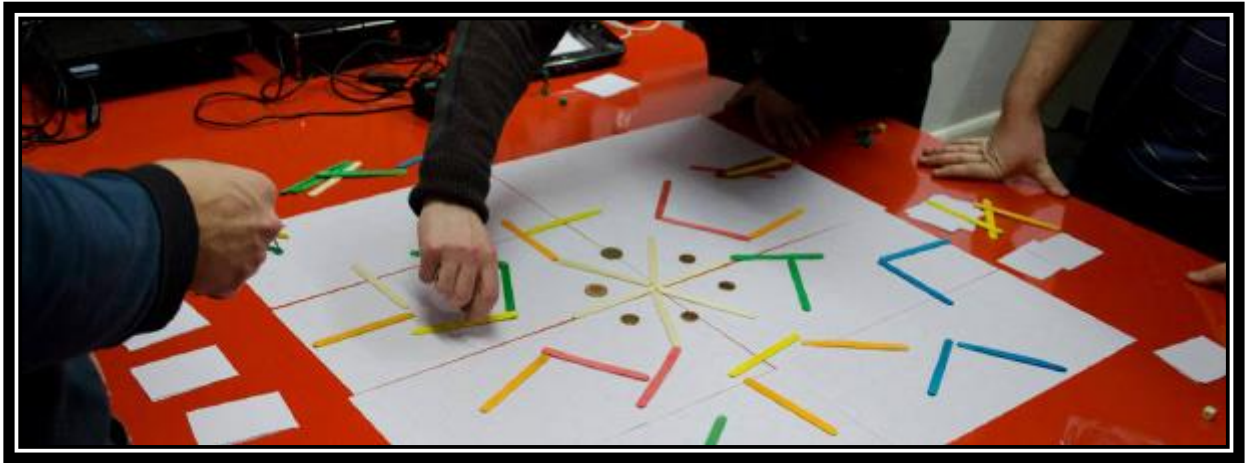


BA (Hons) Creative Computer Games Design

The Game Designer's Context M5X02042

Module Handbook

2017-18



THE GAME DESIGNER'S CONTEXT M5X02042

Level 5 Module – 20 Credits

Deadline for Assignment 1: **05 December 2017**

Deadline for Assignment 2: **05 December 2017**

Lecture 1: Richard Morgan (richard.morgan1@uwtsd.ac.uk) Tuesday, 9am-11am, AA108b.

Lecture 2: Richard Morgan (richard.morgan1@uwtsd.ac.uk) Tuesday, 12pm-2pm, AA108b.

Please make an appointment with your tutor for a tutorial if you have additional questions not covered in the sessions. If you need to consult the course team urgently, please email the staff member concerned. Additional support times / production surgery will be indicated on your timetable. The room will be available at this time and there will be a member of staff available for support and to answer questions.

Module Evaluation:

At the end of this module, you will be asked to complete a module evaluation form. Please refer to the anticipated learning outcomes when making your evaluation.

Module Outline

Aims.

To further develop the student's understanding and application of game design and development, prototyping, game testing procedures, project management methodologies and production of industry-level documentation in preparation for the final year of study.

Students will also be encouraged to apply the principles and techniques of interactive narrative and general narrative theory to their practical work in other modules.

Learning Outcomes.

By the end of this module students should be able to:

1. Demonstrate a critical insight and understanding of industry-standard professional production practices when managing collaborative game development projects, using this experience and information to inform design decisions on future game proposals.
2. Practically apply the theoretical content of the module to develop game prototypes and test scenarios that will inform their creative decisions when designing interactive experiences
3. Critically appraise the design of game projects following appropriate design principles and techniques by implementing appropriate methodologies.
4. Practically apply the theoretical content of the module to develop a Game Design Document to a professional level that can be used for the purpose of game development.

Module Content.

This module promotes the application of production management methods in a working environment (e.g. use of Gantt charts, role allocation and identifying potential setbacks before they materialize to establish and achieve manageable goals, etc.) to students working on their practical Level 5 group projects.

In addition, principles of game design will be addressed such as theories on gameplay and mechanics, game flow, challenge and conflict, prototyping ideas and product testing.

The module will also cover narrative theory and its integration into interactive entertainment including branching narrative, emergent narrative, storytelling and structures and character development.

Assessment Criteria

Assessment 1 (50%) Deadline: **05 December 2017**

Assessment Deliverables:

This assignment requires you to work **individually**.

Using information obtained from relevant Game Design literature and lecture notes, students must **construct a comprehensive Game Design Document** that will serve as a design blueprint and guideline for group-based Final Major Projects in the third year.

This document should cover typical aspects of what a Design Document should include such as:

- The game's title
- Design elements of the game being produced
- Demographic / target audience
- Intended ESRB / PEGI rating (researched and justified)
- Competitors & similar products available
- Content of game
- Characters
- Control systems and potential target platforms
- Level / Game structure
- Story elements
- Additional features

This document should cover, in detail, the plan of the entire game from start to finish and should act as an accessible and useful resource for future team members working on the game prototype. The Game Design Document produced should communicate, in a clear and accessible fashion, specifics of the game design to the team involved with the game's development in the Final Year to ensure a coherent and professional development phase, as it will serve as the foundation for a game developed as a Final Major Project.

The final iteration of the document should be submitted digitally via Turnitin for assessment. No physical copy is required for submission.

Assessment 2 (50%) Deadline: **05 December 2017**

Assessment Deliverables:

Students will work **individually** on this assignment.

Each student must **demonstrate a game idea supported by a written Game Design Document** produced as part of the module assessment.

Each individual demonstration will last **5 minutes** and will outline a proposal for a game idea that could be developed in their final year as part of a collaborative Major Project. The demonstration will allow students to communicate and illustrate the following:

- Game idea overview (Elevator pitch)
- The player's role in the game
- Iterations during design process
- Background research
- Intended demographic
- justification of design
- Proposed implementation of the project, including estimated timeframes for each phase of development.

All demonstrations will be scheduled during the final teaching week of Semester 1 (Week commencing Monday 4th December 2017).

Deadline & Feedback

Deadline for Assignment 1: **05 December 2017**
Feedback due: **23 January 2018**

Deadline for Assignment 2: **05 December 2017**
Feedback due: **23 January 2018**

Feedback is an essential part of all education and training programmes. It helps learners to maximise their potential at different stages of training, raise their awareness of strengths and areas for improvement, and identify actions to be taken to improve performance. Feedback can be seen as informal (for example in day-to-day encounters between teachers and students or trainees, between peers or between colleagues) or formal (for example as part of written or clinical assessment). However, there is no sharp dividing line between assessment and teaching in the area of giving feedback on learning. Feedback is part of the overall dialogue or interaction between teacher and learner, not a one way form of communication.

During your studies you will therefore receive feedback in many ways, including the following:

- Dialogue between teachers and students in formal classes.
- Direct questions and responses from teachers inside and outside formal classes.
- Email correspondence between teachers and students.
- Interactions between students and teachers using the module message board on Moodle.
- Informal comments and responses to pitches and presentations in classes.
- Comments and annotations added to written submissions, such as essays and reflective journals.
- Formal written feedback in response to assignments recorded on the summative assessment module feedback forms.

You will have an opportunity to discuss your feedback with your tutor. Feedback will be returned on assessed work within **20 clear term-time working days** of submission.

Weekly Schedule

 Prifysgol Cymru Y Drindod Dewi Sant University of Wales Trinity Saint David		Swansea <i>College of Art</i> Founded 1853	
Creative Computer Games Design - Game Designer's Context			
Level 5 Students (Second Year)			
Semester One Scheme of Work			
Academic Session 2017/18			
		Tuesday 9am - 11am (R Morgan) Room AA108b	Tuesday 12pm-2pm (R Morgan) Room AA108b
Week 0	26/09/2017	Induction week	
Week 1	03/10/2017	Module & Design Brief Overview / What Players Want	What Players Expect
Week 2	10/10/2017	Gameplay	Game Design Documents: Overview, Advice and the Awful Truth
Week 3	17/10/2017	Commonly Used Challenges: Part 1	Commonly Used Challenges: Part 2
Week 4	24/10/2017	Game Prototyping	Prototyping Exercises
Week 5	31/11/2017	Planning a Development Project / Gantt Charts	Bottlenecks & Crunch Time
Week 6	07/11/2017	Feature Creep	Recap and Assignment Workshop Session
Week 7	14/11/2017	Playtesting	Playtesting Exercise
Week 8	21/11/2017	Narrative Part 1	Narrative Part 2
Week 9	28/11/2016	Narrative Part 3	Narrative Part 4
Week 10	05/12/2017	Assessment Hand-In & Student GDD Demonstrations	
Week 11	12/12/2017	No Taught Sessions	
Christmas Break - Start: 16/12/2017 End:07/01/2018			
Week 12	09/01/2018	Semester 2 Prep.	
Week 13	16/01/2018	Semester 2 Prep.	
Week 14	23/01/2018	Feedback week.	
Week 15	30/01/2018		

Reading List

Essential

Fullerton, T., Swain, C. and Hoffman, S. (2004), *Game Design Workshop: Designing, Prototyping and Playtesting Games*, San Francisco: CMP Books.

Glassner, A. (2004), *Interactive Storytelling: Techniques for 21st Century Fiction*, Natick, Massachusetts: A.K. Peters.

Newton, R. (2007), *Project Management Step by Step: How to Plan and Manage a Highly Successful Project*, Pearson Business.

Rogers, S. (2010), *Level Up! The Guide to Great Video Game Design*, Chichester: Wiley.

Recommended

Adams, E. and Rollings, A. (2007), *Game Design and Development. Fundamentals of Game Design*, Upper Saddle River, NJ: Pearson Education Inc.

Crawford, C. (2003), *Chris Crawford on Game Design*, Indiana: New Riders Publishing.

Johnson, H. and Sims, C. (2012), *Scrum: A Breathtakingly Brief and Agile Introduction*, Dymaxicon.

McGonigal, J. (2012), *Reality Is Broken: Why Games Make Us Better and How They Can Change the World*, London: Vintage.

Shore, J. and Warden, S. (2007), *The Art of Agile Development*, O'Reilly Media.

McKee, R. (1999), *Story: Substance, Structure, Style, and the Principles of Screenwriting*, London: Methuen Publishing.

Rollings, A. and Morris, D. (2004), *Game Architecture and Design*, Indianapolis, Indiana: New Riders.

Salen, K. and Zimmerman, E. (2004), *Rules of Play: Game Design Fundamentals*, London: MIT.

Schell, J. (2008), *The Art of Game Design: A Book of Lenses*, London: Morgan Kaufmann.

Journals

- ACM Digital Library
- Develop
- Emerald
- Game Studies
- Ingenta
- Journal of Game Development
- Science Direct

Notes.
