

## Course Outline

**Code: SGD103**

**Title: Serious Digital Game Design**

**School:** Creative Industries  
**Teaching Session:** Semester 2  
**Year:** 2020  
**Course Coordinator:** Dr Colleen Stieler-Hunt, cstieler@usc.edu.au  
**Course Moderator:** Dr Katryna Starks, kstarks@usc.edu.au

Please go to the USC website 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 use the play-centric design process to design, create, and playtest serious video games in small, interdisciplinary teams. You will work in teams to design your own serious video game slice from initial concept to a playable serious game prototype, and then demonstrate it to a panel. A serious game is a game designed for a primary purpose other than just entertainment, such as education, behavioural change, or raising awareness.

#### 1.2 Field trips, WIL placements or activities required by professional accreditation

Activity	Details
Nil	Nil

### 2. What level is this course?

100 level Introductory - Discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Normally associated with the first full-time 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?

Specific Learning Outcomes	Assessment tasks	Graduate Qualities or Professional Standards mapping
On successful completion of this course, you should be able to:	You will be assessed on the learning outcomes in task/s:	Completing these tasks successfully will contribute to:
Work as part of an interdisciplinary team to iteratively design, plan and develop a serious digital game accounting for game design theory,	1, 2 and 3	Creative and critical thinkers. Engaged.

<b>Specific Learning Outcomes</b> On successful completion of this course, you should be able to:	<b>Assessment tasks</b> You will be assessed on the learning outcomes in task/s:	<b>Graduate Qualities or Professional Standards mapping</b> Completing these tasks successfully will contribute to:
game structure, and broader impact using the play centric design process.		
Analyse how elements of games work together to create engagement, fun, specific user experiences, and broader impacts.	2	Creative and critical thinkers. Sustainability focussed.
Communicate your game design to a lay audience and a professional audience.	2 and 3	Knowledgeable. Empowered.

## 5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

### 5.1 Enrolment restrictions

Nil

### 5.2 Pre-requisites

Nil

### 5.3 Co-requisites

Nil

### 5.4 Anti-requisites

Nil

### 5.5 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. Although not required, it is beneficial if you have or are developing skills in at least one game development discipline (e.g. art, programming, storytelling).

## 6. How am I going to be assessed?

### 6.1 Grading scale

Standard – 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

<b>Task No.</b>	<b>Assessment Product</b>	<b>Individual or Group</b>	<b>Weighting %</b>	<b>What is the duration / length?</b>	<b>When should I submit?</b>	<b>Where should I submit it?</b>
1	Oral, and Written Piece	Individual	30% (each session is worth 10%, 3 best)	200 words + 10 minute discussion every	<b>Fortnightly mentor consultations &amp; journals</b>	To be negotiated

			sessions are used)	fortnight, for 8 weeks.	Weeks 5 – 13 during class	
2	Report	Group with individual component	35% (20% group, 15% individual)	3000 words	<p><b>Project plan and game design:</b> Friday, Week 8</p> <p><b>Play-test reports:</b> Tuesday, First week of exam block</p> <p><i>Practice tasks will be done in weeks 1-5 with formative feedback given</i></p>	Online Assignment Submission
3	Artefact - Creative	Group with individual component	35% (25% group, 10% individual)	Digital prototype, 15 minute presentation	Second week of exam block	To be negotiated
			100%			

### Assessment 1: Mentor consultations and self-reflection

<b>Goal:</b>	Organisation and fair distribution of effort is key to a successful game development team. This task ensures that each member of the team is contributing, and that the team as a whole is progressing towards their long term goal.
<b>Product:</b>	Oral and Written Piece
<b>Format:</b>	<p>Professional/Industry format: Groups will meet with your tutor every two weeks during workshops between weeks 5 and 13, to discuss the progress of the game plan and video game prototype. Prior to this meeting each student will submit a weekly changelog entry via Blackboard that summarises their contribution for the two weeks.</p> <p>Each meeting will be worth 10% of the total course marks. Only the 3 best meetings will be used, allowing for occasional absence.</p>
<b>Criteria:</b>	<ul style="list-style-type: none"> <li>• Collaborated with other team members in a professional manner</li> <li>• Demonstrated an organised and ongoing individual contribution to the project.</li> </ul>

### Assessment Task 2: Serious game design and development

<b>Goal:</b>	To work in multidisciplinary teams to design and plan to produce a playable slice of a serious video game.
<b>Product:</b>	Report
<b>Format:</b>	Professional/Industry format: Templates for the serious game design document and project plan, and play-test report will be available on Blackboard.
<b>Criteria:</b>	<ul style="list-style-type: none"> <li>• Demonstrated an organised and ongoing individual contribution to the project</li> <li>• Planned the game design project to meet its deadlines and quality goals</li> <li>• Demonstrated understanding of key game and serious game design concepts</li> <li>• Used appropriate communication, structure, games and references</li> <li>• Designed a game suitable for the player experience goal, target audience and serious purpose</li> </ul>

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|  | <ul style="list-style-type: none"> <li>• Demonstrated the outcomes of play-testing on the game development process.</li> </ul> |
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### Assessment Task 3: Serious video game slice and pitch presentation

<b>Goal:</b>	To work in a team to create a serious video game slice. To prepare and give a pitch presentation for your serious video game.
<b>Product:</b>	Artefact - Creative
<b>Format:</b>	Professional/Industry format: The serious video game slice will be a digital file (or collection of files) that will be submitted in-person via USB stick. It must include all instructions required to install and play the game. The pitch presentation will be given in-person and will include marketing materials such as a sell sheet. Project reflections template will be available on Blackboard.
<b>Criteria:</b>	<ul style="list-style-type: none"> <li>• Developed a serious video game slice suitable for demonstrating the key features of the Serious Game.</li> <li>• Designed a game suitable for the player experience goal, target audience, and serious purpose.</li> <li>• Delivered and designed pitch presentation and associated materials</li> <li>• Demonstrated an organised and ongoing individual contribution to the project</li> <li>• Reflected on learnings.</li> </ul>

## 7. Directed study hours

The directed study hours listed here are a portion of the workload for this course. 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. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

Location:	Directed study hours for location*:
USC Sunshine Coast	Computer workshop: 3 hours

*\*This course will be delivered via technology-enabled learning and teaching. All lectures will remain in this mode for Semester 2 2020. When government guidelines allow, students that elected on-campus study via the class selection process will be advised when on campus tutorials and practical sessions will resume.*

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

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

### 8.1 Prescribed text(s) or course reader

Nil

### 8.2 Specific requirements

If studying this course online you will need access to software to create games.

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student 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. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module 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 Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

### **10.2 Assessment: Additional requirements**

#### **Eligibility for Supplementary Assessment**

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

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

### **10.3 Assessment: Submission penalties**

Late submission of assessment tasks will 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 and supply the required documentation to negotiate an outcome.

You must contact your Course Coordinator and provide the required documentation if you require an extension or alternate assessment.

### **10.4 Study help**

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).

Contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)

### **10.5 Wellbeing Services**

Student Wellbeing Support Staff are available to assist on a wide range of personal, academic, social and psychological matters to foster positive mental health and wellbeing for your success. Student Wellbeing is comprised of professionally qualified staff in counselling, health and disability Services.

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, mental health issue, learning disorder, injury or illness, or you are a primary carer for someone with a disability, [AccessAbility Services](#) can provide assistance, advocacy and reasonable academic adjustments.

To book an appointment with either service go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or [accessability@usc.edu.au](mailto:accessability@usc.edu.au) or call 07 5430 1226

## 10.6 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
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:

<http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.7 General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** – Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC 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)