USC

Course Outline

Code: SGD214
Title: Interactive Narrative: Puzzles and Quests

School: Creative Industries
Teaching Session: Semester 2
Year: 2019
Course Coordinator: Katryna Starks, kstarks@usc.edu.au
Course Moderator: Dr Colleen Stieler-Hunt, cstieler@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 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 within an existing game, 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 Field trips, WIL placements or activities required by professional accreditation

Activity	Details
Nil	Nil

2. What level is this course?

200 level Developing – Applying broad and/or deep knowledge and skills to new contexts. May require pre-requisites and introductory level knowledge/skills. Normally undertaken in the 2nd or 3rd 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 On successful completion of this course, you should be able to:	Assessment tasks You will be assessed on the learning outcomes in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to:
Holistically analyse, reflect upon, and explore concepts in logic and deductive reasoning.	1, 2 and 3	Creative and critical thinkers. Knowledgeable.

Specific Learning Outcomes On successful completion of this course, you should be able to:	Assessment tasks You will be assessed on the learning outcomes in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to:
Demonstrate a broad body of knowledge regarding puzzle design in both offline and digital formats.	1, 2 and 3	Knowledgeable. Creative and critical thinkers.
Design, research and develop a portfolio of puzzles and quests to be drawn upon for future projects.	1, 2 and 3	Empowered. Creative and critical thinkers.
Analyse and reflect upon the use of puzzles and quests within a game, focusing on ludonarrative balance.	1, 2 and 3	Empowered. Creative and critical thinkers.

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)

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

6.2 Details of early feedback on progress

In week 3 of the course, there is an oral/written assessment (Task 1) that serves as a draft for the more expansive journal assessment in Task 2.

6.3 Assessment tasks

Task No.	Assessment Product	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Oral, and Written Piece	Individual	5%	Verbal report, with written talking points/refere	Week 3	In Class

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				nces; formative feedback in-class		
2	Journal	Individual	45%	2000 words	Week 8	Online Assignment Submission
3	Artefact - Creative	Individual	50%	3000 words	Week 13	Online Assignment Submission
			100%			

Assessment 1: Critical Reflection – verbal report

Goal:	This task requires you to holistically analyse, reflect upon, and explore concepts in logic and deductive reasoning. Also, to demonstrate a broad body of knowledge regarding puzzle design in both offline and digital formats. Finally, you will analyse and reflect upon the use of puzzles and quests within a game, focusing on ludonarrative balance.
Product:	Oral and Written Piece
Format:	2-3 minute verbal report.
Criteria:	Academic format. Select a game and analyse how puzzles are used within the game, focusing on ludonarrative balance. Use at least two scholarly references for this assignment. Discuss how puzzles are integrated within the game story, or not. Discuss what was done well, as well as which aspects you would change. Finally, reflect on how the use of puzzles in this game, as well as your learning in class, will contribute to your practice as a game writer for puzzle design.
	For this task, the students will be expected to perform several of the following:
	• Demonstrate understanding of the application of theory
	• Analyse and reflect on content, methods and processes
	• Reflect on and share personal experience, viewpoints and expertise
	• Demonstrate ability to make sophisticated choices and substantive decisions within the discipline area
	• Apply knowledge and understanding to serious games design

Assessment Task 2: Journal/Blog Project

Goal:	*Professional/Industry format*. This task requires you to demonstrate a broad body of knowledge regarding puzzle design in both offline and digital formats; and to apply skills regarding logic, deduction, suspense, fun and gaming to the design of puzzles and quests. Finally, you will analyse and reflect upon the use of puzzles and quests within a game, and/or design, research and develop a portfolio of puzzles and quests to be drawn upon for future projects.
Product:	Journal
Format:	This is a blog or journal project which will include 12 different puzzle types as outlined in class. Students can either create a puzzle of that type, or write a synopsis in which the student recognizes and describes how that puzzle type was used in a game and reflects on the effectiveness of the design as it was used. 2,000 words. The audience for this work is scholarly and/or professional.
Criteria:	For this task, the students will be expected to:
	• Creates puzzles using independently chosen methodologies
	• Apply knowledge and understanding to the art of puzzle design
	• Demonstrate application of logic and game theory in an abstract context

	• Make sophisticated choices and substantive decisions within the specific discipline area • Reflect on and share personal experience, viewpoints and expertise

Assessment Task 3: Puzzle /Quest Document

Goal:	Professional/Industry format. This task requires you to holistically analyse, reflect upon, and explore concepts in logic and deductive reasoning. Also, to demonstrate a broad body of knowledge regarding puzzle design in both offline and digital formats; and to apply skills regarding logic, deduction, suspense, fun and gaming to the design of puzzles and quests. Finally, you design, research and develop a portfolio of puzzles and quests to be drawn upon for future project.
Product:	Artefact - Creative
Format:	This document will be an individual piece, with a length of 3,000 words. The audience is professional, as this document would guide your work in developing your game, or may be shared with others who are developing the game.
Criteria:	Create a comprehensive puzzle /quest document (may be patterned after the Grim Fandango Puzzle Document). Include a synopsis of the game / story as well as a character list and basic map. Outline at least three quests and six puzzles for your game. The puzzles and quests must integrate with the narrative and game design so the game is presented as a cohesive whole. For this task, the students will be expected to: • Integrate puzzle, quests and story within a serious game design • Apply methods of analysis to determine the quality and validity of puzzles and quests within project • Use techniques and strategies appropriate to integrated puzzle and quest design with confidence • Demonstrate application of logic and game theory in an abstract context • Make sophisticated choices and substantive decisions within quest and puzzle design

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:
Sippy Downs	Workshop: 3 hours

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

Nil

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.

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

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 or 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 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