# USC

**COURSE OUTLINE**

## SGD305 Game Studio B

**Course Coordinator:** Justin Carter (jcarter3@usc.edu.au)   **School:** School of Business and Creative Industries

### 2021 | Semester 2

| | | |
|---|---|---|
| USC Sunshine Coast | ON CAMPUS | 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 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

This course, along with SGD304, forms a two-semester long game design and development studio experience which is the culmination of the game design program. This course requires you to synthesise and apply knowledge relevant to game design and production in an applied, self-directed project. You will work in small teams to design and produce a functional game, leveraging game design theory and appropriate design principles and tools. The project will be negotiated with the course coordinator.

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

| ACTIVITY | HOURS | BEGINNING WEEK | FREQUENCY |
|---|---|---|---|
| **ON CAMPUS** | | | |
| **Laboratory 1** – In-class laboratory | 2hrs | Week 2 | 12 times |
| **Lecture** – 1 hour online lecture content for 12 weeks (or equivalent). | 1hr | Week 1 | 12 times |
| **ONLINE 1** | | | |
| **Laboratory 1** – Interactive zoom laboratory | 2hrs | Week 2 | 12 times |
| **Lecture** – 1 hour online content for 12 weeks (or equivalent). | 1hr | Week 1 | 12 times |

### 1.3. Course Topics

- Introduction – From vertical slice to polished and published
- agile production planning
- Sprint 1 (sprint goals, feature forecast)
- Development session 1
- Sprint 2 (sprint 1 burndown, goals, planning, feature lock)
- Development session 2
- Sprint 3 (sprint 2 burndown, goals, planning, managing feature creep)
- Development session 3
- Sprint 4 (sprint 3 burndown, quality assurance, and final polish)
- Release and review

## 2. What level is this course?

> 300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth 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<br><br>On successful completion of this course, you should be able to... | GRADUATE QUALITIES<br><br>Completing these tasks successfully will contribute to you becoming... |
|---|---|
| **1** To demonstrate an advanced level of knowledge of the key issues of the games industry applicable to your game design. | Knowledgeable<br>Creative and critical thinker<br>Engaged |
| **2** Clearly and effectively communicate design ideas, solutions and concepts at multiple levels, for example with clients, supervisor and team members. | Empowered<br>Engaged |
| **3** Apply advanced Problem solving, analytical and research skills to your practical work. | Knowledgeable<br>Creative and critical thinker |
| **4** Be responsible and accountable for your own learning and professional practice and in collaboration with others in a game production setting. | Ethical<br>Engaged |

## 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. Pre-requisites

> SGD304

### 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 demonstrate exemplary skills in at least one of the game development disciplines: game art, game programming, interactive narrative, game design, game production, or game audio production. It is also recommended that you demonstrate some skill in a secondary game development discipline or a related discipline (e.g. the business of making games). This is a capstone project course. As such, it is recommended that you undertake SGD304 and SGD305 in your final year of study. Note: We recommend that you take SGD305 in the semester immediately following SGD304, so that you may complete the project which you began in that course.

## 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

Regular feedback will be given to students as part of task 1 where groups of students will meet fortnightly with their tutor to discuss the progress of their project. Meetings will begin in week 2.

## 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 | Activity Participation | Individual | 20% | 20 minutes per fortnight plus 200 word journal submission | Throughout teaching period (refer to Format) | Online Assignment Submission |
| All | 2 | Report | Group | 30% | 3000 words | Week 5 | Online Assignment Submission with plagiarism check |
| All | 3 | Artefact - Creative | Group | 50% | N/A | Refer to Format | To be Negotiated |

### All - Assessment Task 1: Fortnightly consultations with tutor or client and online blog

| GOAL: | To ensure that the individual team members and project teams are on track. |
|---|---|
| PRODUCT: | Activity Participation |
| FORMAT: | Professional/Industry Format<br><br>You are required to meet with your tutor on a fortnightly basis to discuss the progress of your game documentation and game. You will be required to submit a journal entry via Blackboard documenting your contribution to the game (including working on the game and keeping documentation up to date) and your intended contribution for the coming fortnight. |

| CRITERIA: | No. | | Learning Outcome assessed |
|---|---|---|---|
| | 1 | Demonstrate an organised and ongoing individual contribution to the project. | ② ③ |
| | 2 | Collaborate and contribute to team planning and development goals | ① ③ |
| | 3 | Participate and communicate effectively in team meetings and discussions | ② ④ |

### All - Assessment Task 2: Pilot evaluation and launch strategy

| GOAL: | To design and conduct an evaluation of your game development. To develop a detailed launch and marketing plan for the distribution of your finished game. |
|---|---|
| PRODUCT: | Report |
| FORMAT: | Professional/Industry format<br><br>Students will be expected to do their own research into what is required in the context of their original game design. |

| CRITERIA: | No. | | Learning Outcome assessed |
|---|---|---|---|
| | 1 | Demonstrate understandings of how to evaluate a game. | ② |
| | 2 | Develop feasible plans to distribute and market their game. | ② |
| | 3 | Communicate their ideas to launch and market their game. | ② ④ |
| | 4 | Demonstrate an organised and ongoing individual contribution to the project. | ① ④ |

**All - Assessment Task 3:** Major Game Development

| | |
|---|---|
| **GOAL:** | Create a complete playable game, while integrating project management concepts into the self directed project process. Present your game to an expert panel and a lay audience. |
| **PRODUCT:** | Artefact - Creative |
| **FORMAT:** | Submit: Week 13<br><br>Professional/Industry format<br><br>The emphasis on this task is on developing a playable game, while working in a small team. Your team will work on a series of documents (electronic) to assure a high quality outcome. As a team you develop the game while consulting with your tutor, supervisor or client. |

| **CRITERIA:** | **No.** | | **Learning Outcome assessed** |
|---|---|---|---|
| | 1 | Develop a high quality game (including in terms of playability and usability) | 1  3 |
| | 2 | Give a professional presentation | 2  4 |
| | 3 | Demonstrate an innovative and creative solution to a real world problem. | 1 |
| | 4 | Demonstrate an organised and ongoing individual contribution to the project. | 4 |

## 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. Directed study hours may vary by location. 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 Blackboard 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 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:

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. 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.

## 10.5. 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.

## 10.6. 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.

## 10.7. 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

## 10.8. 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