ARTG/AGPM 80I  Foundations of Play

Units: 5 | Quarter: Summer 2018 | Lecture: Tuesday, Thursday 9:00am-12:30pm
Class Location: DARC 340
Instructor: Elizabeth Swensen | Office: DARC 337
Office Hours: By Appointment | Email: eswensen@ucsc.edu

Course Description
ARTG 80I is an introductory course in game design at UCSC. In this class we discuss foundational texts, play outdoors, and make analogue, social games using common play equipment such as: jump ropes, frisbee, kick balls, soccer balls, basketballs, baseballs, tug of war rope and also less common items such as a croquet set, giant parachute, and even a giant ball. Bring good shoes, water and leave your phone and computer behind! Being present and participating in group discussion and activity are a big part of what this class is all about.

Materials:
Required:
- Links to any required readings will be provided by the instructor.
- A full water bottle. We will be outside often, and it will get hot.
- Sunscreen.
- Play-friendly footwear/clothing.
- A way to take notes while outside- journal, clipboard, etc.
- A pair of extra socks (in case there are wet conditions)

Description and Assessment of Assignments:
This class is reading and project based.

Participation: Participation is an evaluation of your engagement with the class and group activities and the respect you show your other classmates. This includes timely arrival, avoidance of personal cell phone use, and participation in play and critique of others' work. Participation is separate from attendance.

Individual Assignments: Students will complete a number of smaller written assignments designed to practice critical analysis of games and readings from lecture.
- Assessment: Varies based on complexity of the assignment.

Final Project Draft Assignments: Students are required to turn-in initial document drafts connected with their final game project.
- Assessment: Measured by the quality of thoughtful progress and analysis.

Final Project: The final game design project results in the production of a playground game, played in class along with its accompanying documentation.
- Assessment: Measured by the synergy of game systems and aesthetic goals, as well as the clarity and polish of corresponding documentation.

Postmortem Paper: A 3-page personal reflection on the final project, answering the following questions: What were your aesthetic goals? Did you succeed in meeting your goals? Over the
course of the project, what were three things that went right? What were three things that went wrong? What were three things that you learned? If you could begin this project again, how might you approach the challenge differently?

- Assessment: Measured by the thoroughness and clarity of analysis

**Grading Breakdown:**

<table>
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<tr>
<th>Assignment</th>
<th>Grading</th>
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<tr>
<td>Small Assignments</td>
<td>36% (Mostly Individual)</td>
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<tr>
<td>Final Project Drafts</td>
<td>8% (Group)</td>
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<tr>
<td>Final Project + FinalDocuments</td>
<td>31% (Group)</td>
</tr>
<tr>
<td>Postmortem Paper</td>
<td>15% (Individual)</td>
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<tr>
<td>Participation</td>
<td>10% (Individual)</td>
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**Assignment Submission Policy**

All assignments are due start of lecture or section, unless otherwise noted.

**Missing an Assignment Deadline, Incompletes:**

The only acceptable excuses for missing an assignment deadline or taking an incomplete in the course are personal mental or physical illness or a family emergency. Students must inform the instructor or TA before the assignment due date in order for a deadline extension to be granted. Students who wish to take incompletes must also present documentation of the problem to the instructor before final grades are due.

For assignments turned in after the assignment deadline without prior permission from the instructor, a penalty will be imposed equal to 10% of the total available points for the assignment, for each day or part of a day that the assignment is late, up to a maximum of seven days.

**Attendance Policy:**

Punctual attendance at all classes is mandatory. Students arriving more than five minutes late to three classes, more than ten minutes late to a single class, or leaving early, will be marked as having an unexcused absence from class, unless prior permission has been obtained from the instructor.

Guidelines for unexcused absences affecting grading in 5-Week Course:

- Two unexcused absences from either lecture or lab: lowers grade one full grade point (for example, from A to B)
- Three unexcused absences: lowers grade two full grade points
- Four or more unexcused absences: request to withdraw from course (instructor’s discretion)

Excused absences are:

- Illness (mental/physical)
- Family or personal emergency
Instructor must be notified of excused absence via email before the start of class. Due to the short nature of a 5-Week course, it is important to communicate with the instructor if you expect an excused absence to affect more than a single class session.

**Diversity**
In making games and interactive media in a professional and ethical way, it is important that you consider who is depicted in your pieces and how this work will impact others. What kinds of individuals and communities are represented in your work? Who is included and who is excluded? What point of view does your work express?

**Safer Spaces**
In this class, we make a commitment to fostering a welcoming and supportive environment where students of all identities and backgrounds can flourish. This means that we will issue content warnings as appropriate, use preferred pronouns, and respect self-identifications. While debate and discussion are welcome, please remain aware of the implications of your words and the content that you include in your work. If the instructor or another student points out that something you have said or shared with the group might be offensive, avoid being defensive; this is a valuable opportunity for us to grow and learn together. If you have a concern about any aspect of the class, you are encouraged to speak with the instructor.

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### Course Schedule

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<tr>
<th><strong>WEEK 1</strong></th>
<th><strong>Introductions, Types and Theories of Play</strong></th>
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<tr>
<td><strong>Tuesday:</strong> Introductions, Motivations, Types of Play,</td>
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<tr>
<td>● Play Experiments, Marbles</td>
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<td><strong>Thursday:</strong> Huizinga, Caillois</td>
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<td>● Play 4 square - Mod 4 square three ways</td>
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**Assignments:**

- Complete Week 1 readings for Thursday Week 1 (MDA paper, All of Caillois, Ch 1 of Huizinga).
- Write a 2 page analysis of your 4-square mod. Due Tuesday Week 2 *see Canvas for full prompt

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<tr>
<th><strong>WEEK 2</strong></th>
<th><strong>Play, Space, and Expression</strong></th>
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<td><strong>Tuesday:</strong> Why study new games?</td>
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<tr>
<td>● New Games I</td>
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<td>● Emotion Game Assignment</td>
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<td><strong>Thursday:</strong> Holiday</td>
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**Assignments:**

- Complete Week 2 Readings by Thursday Week 2
- Group Assignment: 2 Page MDA Description and 1 page Rules for Emotion Game due Tuesday of week 3 (one per group!)
### WEEK 3

**Re-imagining Physical Play, Affordance**

**Tuesday:** Final Assignment Prep, Theme Choice  
- Open Play, all Equipment

**Thursday:** Checking-In, Production Planning  
- Open Play  
- Structured Play and Crit

**Assignments:**
- Individual 2-page research paper on group symbol due Tuesday Week 4  
- Group Assignment: Draft 1 MDA of 3 group game ideas due Tuesday Week 4  
- Group Assignment: Draft 1 1-Page rules Due Tues Week 4  
- Complete Week 3 Readings by Tuesday Week 4

### WEEK 4

**Tuning towards Meaning**

**Tuesday:** Rules and Format, Playtesting  
- Playtesting and Design

**Thursday:** Polish in Physical Spaces  
- Playtesting and Design

**Assignments:**
- Group Assignment: Final MDA of final game idea Due Tues Week 5  
- Group Assignment: Final 1-Page rules Due WEDNESDAY 9am Week 5  
- Individual Playtest Report One Due Tues Week 5  
- Complete Week 4 Readings by Tues Week 5

### WEEK 5

**Physical to Digital, Final Games Presentations**

**Tuesday:** Physical Prototyping in Digital Process, Final Presentation Prep  
- Playtesting and Design

**Thursday:** Final Game Presentations

**Assignments:**
- Group Assignment: Final 1-Page rules due WEDNESDAY Week 5, by 9am  
- Individual Playtest Report Two due FRIDAY Week 5, by 9am  
- Peer Participation Survey due Thursday WEEK 5  
- 3-Page Post Mortem Paper due Friday Week 5 by 11:59pm

**Please fill out your course evaluations!**
Statement on Academic Conduct and Support Systems

Academic Dishonesty

Academic integrity is the cornerstone of a university education. Academic dishonesty diminishes the university as an institution and all members of the university community. It tarnishes the value of a UCSC degree.

All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC.

In the event a student is found in violation of the UCSC Academic Integrity policy, he or she may face both academic sanctions imposed by the instructor of record and disciplinary sanctions imposed either by the provost of his or her college or the Academic Tribunal convened to hear the case. Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student’s transcript.

For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the [Academic Integrity page](#) at the [Division of Undergraduate Education](#).

Title IX:

The university cherishes the free and open exchange of ideas and enlargement of knowledge. To maintain this freedom and openness requires objectivity, mutual trust, and confidence; it requires the absence of coercion, intimidation, or exploitation. The principal responsibility for maintaining these conditions must rest upon those members of the university community who exercise most authority and leadership: faculty, managers, and supervisors.

The university has therefore instituted a number of measures designed to protect its community from sex discrimination, sexual harassment, sexual violence, and other related prohibited conduct. Information, advice, referrals, and/or copies of the UC Policy on Sexual Violence and Sexual Harassment and the UC Santa Cruz Procedures for Reporting and Responding to Reports of Sexual Violence and Sexual Harassment are available to all students, faculty, and staff by contacting Tracey Tsugawa, Title IX/Sexual Harassment Officer, 105 Kerr Hall, 459-2462, or ttsugawa@ucsc.edu.

Support Systems

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me privately during my office hours or by appointment, preferably within the first two weeks of the quarter. At this time, we would also like us to discuss ways we can ensure your full participation in the course. The Disability Resources Center reduces barriers to inclusion and full participation for students with disabilities by providing support to individually determine reasonable
academic accommodations. If you have questions or concerns about exam accommodations, or any other disability-related matter, please contact the DRC office, located in Hahn 125 or at 831-459-2089 or drc@ucsc.edu.

Learning Support Services provide support for students who need help with scholarly writing (as well as other skills and disciplines):

Students can sign up for regular weekly writing tutoring (1 appointment a week for the quarter) if they're working on a big project or a writing-heavy course: https://lss.ucsc.edu/programs/one-on-one-writing/index.html

Students can sign up for a one-time (1 hour) appointment with a writing tutor to work on a single project/paper: https://lss.ucsc.edu/programs/one-on-one-writing/1-hour-appointments.html

LSS also has a limited schedule of drop-in Writing and Math tutoring: https://lss.ucsc.edu/programs/drop-in-tutoring.html

The Westside Writing Center has additional tutoring available, but it is only open to students from Rachel Carson, Oakes, Porter, and Kresge colleges: http://oakes.ucsc.edu/academics/writing-center/index.html (There are possibilities in the works for an "Eastside Writing Center" for the other colleges, but it doesn't exist yet. Crown and Stevenson do have their own little Writing Centers, but I think their tutoring is restricted to just their college core courses).

If an officially declared emergency makes travel to campus infeasible, UCSC Emergency Services http://oes.ucsc.edu/ will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology. CruzAlert Emergency Notification System can be found here: http://oes.ucsc.edu/cruzalert/index.html

Disruptive Student Behavior:
Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students' ability to learn and an instructor's ability to teach. A student responsible for disruptive behavior may be required to leave class pending discussion and resolution of the problem and may be reported for disciplinary action.

Syllabus Updates:
This syllabus is liable to change up to the beginning of class and possibly over the quarter. Please check the posted syllabus regularly, and note all changes that are shared by the instructor in class.