ARTG 120 Game Design Experience

Units: 5 | Quarter: Summer 2020 | Class: Tuesdays/Thursdays 09:00AM-12:30PM
Class Location: https://ucsc.zoom.us/j/93380527712 | Instructor: Elizabeth Swensen |
Office Hours: Wednesdays 12pm-2pm through this link: https://ucsc.zoom.us/j/97191860840 |
Email: eswensen@ucsc.edu | Recorded Lectures and slides are located here.

TA:
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Course Description
In this class we're going to refine how we set creative design goals for your project, and how to work collaboratively with others to achieve them. We will explore the best ways to estimate, measure and evaluate your design's performance and your own individual commitments as you go, with an eye towards developing games that achieve a specific experiential design goal. We will cover the creative process with which game designs begin, managing them as they take shape, and then cover testing, polish and presentation skills related to making the final work shine.

Materials:
- Textbook: Thanks for the Feedback
- Links to additional readings and materials will be provided by the instructor
- A design notebook.

Description and Assessment of Assignments:
Peer Evaluation: As a part of group work, you will evaluate and be evaluated by your teammates several times over the quarter. Communicating needs and responding to feedback will be measured as a part of the impact of your group participation.

Process Assignments Students will turn-in a number of individual and group written assignments over the course of the quarter. These assignments are milestone and production process assignments related to the final project development
- Assessment: Varies based on complexity of the assignment.

Final Project: The final design project results in the production of a digital game, presented in week five and evaluated through play by the instructor team.
- Assessment: Measured by the synergy of game systems with thematic and aesthetic goals, as well as the clarity and polish of in-class presentation, and consistent forward progress in development over the entire assignment period.
Grading Breakdown:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process Assignments</td>
<td>50%</td>
</tr>
<tr>
<td>Final Project Turn-In</td>
<td>30%</td>
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<tr>
<td>Peer Evaluation Process</td>
<td>20%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
<tr>
<td>Group Assignments</td>
<td>64%</td>
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<tr>
<td>Individual Assignments</td>
<td>36%</td>
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Assignment Submission Policy
All assignments are due 11:59pm Monday, unless otherwise noted.

Missing an Assignment Deadline, Incompletes:
This is an unusual quarter so we’re going to have to be especially flexible while still keeping the general shape/pace of the course. If you or your group have an emergency or outside issue please contact myself or the course TA before the assignment due date whenever possible in order to request a deadline extension.

Attendance Policy:
Lecture attendance is strongly encouraged, and a part of a mutual contract of attention and good faith. I will work hard to bring relevant material, experience, and examples to lecture. Lecture time will also include group work time. Because of potential technical limitations of streaming live classes, we will be doing our best to record our lectures and make them available to you for asynchronous watching. Please do not share these videos outside the course.

If you anticipate access issues that will limit your ability to do group work during lecture time, please contact me so I can help.

Diversity in Games
In making games and interactive media in a professional and ethical way, it is important that you consider who is depicted and how this work will impact others. What kinds of individuals and communities are represented in your work? Who is included, who is excluded? What point of view do your systems 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, and use the pronouns our fellow students introduce themselves with, and respect self-identifications. Debate and discussion are welcome, but please remain aware of the implications of your words and the images that you include in your work. Hateful language (racist, homophobic, trasphobic, etc) is not permitted in class community spaces. If you have a concern about any aspect of the class, you are encouraged to speak with the instructor.
# Coursework Schedule

## WEEK 1 

**Inspiration & Brainstorming**

**Tuesday:** Course Introduction, Setting and Communicating Goals, Following the Feel  
  ● Complete by Thursday: [Individual Goals Sheet Form](#)  

**Thursday:** Sharing of Individual Goals, Art of the Game Jam, Intro to TFTF

Assignments Due Monday 11:59pm:  
  - TFTF: through the end of Truth Triggers  
  - Play some “small” games

## WEEK 2 

**Production Planning, Storyboarding, and Scoping**

**Tuesday:** Group Values, Small Game Design (Working with what you have), Visualization and Storyboarding, Scope, Optional Networking pt 2.  

**Thursday:** Group Formation Confirmation, Playtesting in a very digital world, Production Planning, Sprints, Burndown, TFTF Truth Triggers (Theme Reveal in Nathan’s class)

Assignments Due Monday 11:59pm:  
  - TFTF: Relationship Triggers  
  - [Group Values Sheet](#)  
  - Final Game Storyboard  
  - [Final Game Production Plan 1](#)

## WEEK 3 

**The Work of a Game Designer**

**Tuesday:** Industry Prototypes, One Mechanic, (11:30 Patrick joins) Group Work Time  

**Thursday:** TFTF Relationship Triggers, Game Feedback, Tutorials

Assignments Due Monday 11:59pm:  
  - TFTF: Identity Triggers  
  - Peer Eval One  
  - Final Game Prototype 1  
  - Final Game Production Plan 2
**WEEK 4**

**Production**

**Tuesday:** TFTF Identity Triggers, Capacity, Prototype Review with Patrick (11:30)

**Thursday:** Pitching and Presentation Prep, Playtesting Together, Group studio time with Patrick (11:30)

Assignments Due Monday 11:59pm:

- TffT: Feedback in Conversation
- Peer Eval Two
- Individual Playtest Report
- Final Game Prototype 2
- **Presentation Slide Submitted (before class on Thursday week 5)**

**WEEK 5**

**Polish and Presentation**

**Tuesday:** Polish, Worktime, Worries and Fears, TFTF Setting Boundaries, Prototype II review with Patrick (11:30)

**Thursday:** What’s Broken, Please Help (Nathan Guest), Game Presentations in Nathan’s Lecture

Assignments Due **Sunday** 11:59pm:

- Final Game
- Final Peer Eval Form Completed

**Please fill out your course evaluations!**

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**Statement on Academic Conduct and Support Systems**

**Academic Conduct**

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Other forms of academic dishonesty are equally unacceptable. See additional information in *Academic Misconduct Policy for Undergraduates* [https://www.ue.ucsc.edu/academic_misconduct](https://www.ue.ucsc.edu/academic_misconduct).

Discrimination, sexual assault, and harassment are not tolerated by the university. The UCSC community has a number of resources for reporting and support:


**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. We encourage all students who may benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at drc@ucsc.edu. The Disability Resource Center http://drc.ucsc.edu/ provides certification for students with disabilities and helps arrange the relevant accommodations.

Learning Support Services provide support for students who need help with scholarly writing (as well as other skills and disciplines) http://lss.ucsc.edu/programs/one-on-one-writing/index.html. Check with your advisor or program staff to find out more. 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 super likely to change up to the beginning of class and very possibly over the quarter. Please check the posted syllabus regularly, and note all changes that are shared by the instructor in class.