

# PROJECT STUDIO - GAME DESIGN

## LMC 6650, Spring 2024 Syllabus

### GEORGIA INSTITUTE of TECHNOLOGY School of LITERATURE, MEDIA, & COMMUNICATION

**Course Director:** Ryan Scheiding

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**Course Website:** CANVAS, <https://gatech.instructure.com/courses/372578>

**Meetings:** TSRB 113A, Tuesday 12:30 - 1:45pm, 2:00 - 3:15pm

**Office Hours:** TSRB 320, Thursday 11:30 - 1:30pm or Microsoft Teams, By Appointment

### Special Features

#### Catalog Course Description

This course offers students the opportunity to work on focused research within existing long-term projects of the New Media (NM) Center.

#### Expanded Course Description

Video games are increasingly popular pieces of interactive media well known for their combination of narrative, artistic expression, music, and design. However, the underlying cultural issues that video games interact with, change, or adhere to are generally less understood. This course encourages students to actively engage with larger cultural issues through the prototyping, design, development, and dissemination of a video game project. The course is split into three major sections that focus on: 1) critical cultural readings of video games found within game studies, 2) tools-based game design approaches, and 3) the step-by-step design process of a video game from conception to public release. Students will be given the opportunity to engage with existing scholarship in the fields of game studies and game design while also actively engaging in the development of a major project.

#### Course Texts & Software Tools

Course texts and software will be variable based on individual and class needs. Every effort will be made to utilize texts and software that are freely accessible to students. This includes text available through the Georgia Tech library and the use of freeware.

## **Learning Objectives**

Upon completion of this course students can expect to:

- 1) Gain practical experience in game design with a variety of tools. This includes the development of a game project taking the form of a playable proof of concept, prototype, vertical slice, or demo that is suitable as a portfolio piece.
- 2) Have a better understanding of key topics in game studies such as narrative design, games as history, games and education, games and gender, games and race, etc.
- 3) Learn effective strategies for the dissemination of games including the development of storefront pages and social media advertising campaigns.

## **Topics and Concepts**

### **Week 1 - January 9**

Course Introduction

### **Week 2 - January 16**

Course Organization

READ: Stefan Werning, *Making Games: The Politics and Poetics of Game Creation Tools*. Cambridge, Massachusetts: The MIT Press, 2021.

### **Week 3 - January 23**

Monsters & Folktales

READ: Personal selection of folk tale, ghost story, monster story, etc.

### **Week 4 - January 30**

Games and Postcolonialism 1

READ: Mukherjee, Souvik. "Playing Subaltern: Video Games and Postcolonialism." *Games and Culture* 13, no. 5 (2016): 504–520.

Trammell, Aaron. "Decolonizing Play." *Critical Studies in Media Communication* 39, no. 3 (May 27, 2022): 239–246.

### **Week 5 – February 6**

Games and Postcolonialism 2

READ: Murray, Soraya. "Postcolonial Perspectives in Game Studies," *Open Library of the Humanities* 4 no.1 (2018): 1-25.

Scheiding, Ryan. "(De)colonial Difficulties in Japanese Games: Collective Memory & (Post)colonialism in *Atelier Ryza*," In *Asian Histories and Heritages in Video Games*, edited by Yowei Kang, Kenneth C. C. Yang, Michał Mochocki, Jakub Majewski, and Paweł Schreiber (to be published by Routledge, expected 2023-2024).

FINAL PROJECT PROPOSAL DUE

### **Week 6 – February 13**

Group Presentation Set 1 Team 1

READ: TBD – Group Selection

### **Week 7 – February 20**

Group Presentation Set 1 Team 2

READ: TBD – Group Selection

### **Week 8 – February 27**

Group Presentation Set 1 Team 3

READ: TBD – Group Selection

### **Week 9 – March 5**

Group Presentation Set 1 Team 4

READ: TBD – Group Selection

**Week 10 - March 12**

Dissemination of Digital Games & Social Media Strategy

No Readings

**Week 11 - March 19**

NO CLASS - Spring Break

**Week 12 - March 26**

Group Presentation Set 2 Team 1

READ: TBD - Group Selection

**Week 13 - April 2**

Group Presentation Set 2 Team 2

READ: TBD - Group Selection

**Week 14 - April 9**

Group Presentation Set 2 Team 3

READ: TBD - Group Selection

**Week 15 - April 16**

Group Presentation Set 2 Team 4

READ: TBD - Group Selection

**Week 16 - April 23**

Showcase and Playtest Day

No Readings

FINAL PROJECT DUE

## Graded Assessment

<i>Assignment</i>	<i>Due Date</i>	<i>% of grade</i>
Participation	Weekly	10%
Class Presentation 1	Variable	20%
Class Presentation 2	Variable	20%
Final Project Proposal	February 6	10%
Final Project	April 23	40%

**ALL ASSIGNMENTS MUST BE COMPLETED IN ORDER TO RECEIVE A PASSING GRADE IN THIS COURSE.**

### **Assignment Guidelines:**

Each assignment will receive a separate outline and grading sheet to be provided via CANVAS and discussed during class time.

### **Late Assignment Policy:**

Assignments not turned in on the due date will receive a late penalty. Late assignments can be turned in up to one week after the deadline and will receive a penalty of one letter grade. After this one-week period late assignments will no longer be accepted.

### **Grade Scale:**

Your final grade will be assigned as a letter grade according to the following scale:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

According to policy, grades at Georgia Tech are interpreted as follows:

A	Excellent (4 quality points per credit hour)
B	Good (3 quality points per credit hour)
C	Satisfactory (2 quality points per credit hour)
D	Passing (1 quality point per credit hour)
F	Failure (0 quality points per credit hour)

## **General Policies**

### **Email Policy**

I am available via email at [rscheiding3@gatech.edu](mailto:rscheiding3@gatech.edu). I answer my email as frequently as possible but, generally, please allow 24 hours for weekday messages and 48 hours for weekends. Multiple messages regarding the same request will not speed up these turn around times.

### **Academic Integrity Statement**

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Any student suspected of cheating or plagiarizing on a quiz, exam, or assignment will be reported to the Office of Student Integrity, which will investigate the incident and identify the appropriate penalty for violations.

This course adheres to Georgia Tech's Academic Honor Code.

Additional Information can be found here: <https://policylibrary.gatech.edu/student-life/academic-honor-code>

### **Use of AI Tools Statement**

This course is meant in part to improve and evaluate your writing ability. For this reason, for the purposes of this class, any student found to have used AI technologies or programs (e.g. Chat GPT) to compose part or all of any submitted work will face the same penalties as a student who submits plagiarized work (i.e. a failing grade in the course).

### **Diversity Equity and Inclusion Statement**

The Ivan Allen College of Liberal Arts supports the Georgia Institute of Technology's commitment to creating a campus free of discrimination on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status. We further affirm the importance of cultivating an intellectual climate that allows us to better understand the similarities and differences of those who constitute the Georgia Tech community, as well as the necessity of working against inequalities that may also manifest here as they do in the broader society.

### **ADAPTS Statement**

The Office of Disability Services collaborates with students, faculty, and staff to create a campus environment that is usable, equitable, sustainable, and inclusive of all members of the Georgia Tech community.

Disability is an aspect of diversity integral to society and Georgia Tech. If students encounter academic, physical, technological, or other barriers on campus, the Disability Services team collaborates with the student to find creative solutions and reasonable accommodation.

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services at 404.894.2563 or their website, as soon as possible, to discuss your needs and to obtain an accommodations letter. Then, make an appointment with me as soon as possible to discuss your learning needs.

Additional Information can be found here: <https://disabilityservices.gatech.edu/>

### **Communication Center**

Students are encouraged to make use of the services offered at the Naugle CommLab located at Clough Commons 447.

Additional Information can be found here:  
<https://www.communicationcenter.gatech.edu/>