

# PROJECT STUDIO - GAME DESIGN

## LMC 6650, Fall 2025 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/479114>

**Meetings:** TSRB 309 , Tuesday 12:30 – 1:45pm, 2:00 – 3:15pm

**Office Hours:** TSRB 320, Thursday 12:30 – 2:30pm

### **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. Specifically in the topics of game design, games and narrative, game analysis, games as history, games and postcolonialism, games and feelings, 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 – August 19**

Course Introduction

Syllabus Review

### **Week 2 – August 26**

Team Formulation

Top 5 Games Introduction

### **Week 3 – September 2**

TOP 5 GAMES ASSIGNMENT DUE

Top 5 Games Presentations and Discussion

### **Week 4 – September 9**

Method for Design Materialization

READ: Khaled, Rilla, Jonathan Lessard, and Pippin Barr. "Documenting Trajectories in Design Space: a Methodology for Applied Game Design Research." *FDG18*, August 7–10, 2018, Malmö, Sweden.

READ: Khaled, Rilla and Pippin Barr. "Generative Logics and Conceptual Clicks: A Case Study of the Method for Design Materialization." *Design Issues* 39, no. 1 (Winter 2023): 55-69.

### **Week 5 – September 16**

FINAL PROJECT PROPOSAL DUE

Proposal Presentations

### **Week 6 – September 23**

Game Narratives 1

READ: Janet Murray, *Hamlet on the Holodeck*, MIT Press, 1997.

READ: Jesper Juul, *Half-Real: Video Games Between Real Rules and Fictional Worlds*, MIT Press, 2005.

### **Week 7 – September 30**

Games Narratives 2

READ: Ian Bogost, *Unit Operations: An Approach to Videogame Criticism*, MIT Press, 2008.

READ: Christopher Paul, *Wordplay and the Discourse of Video Games: Analyzing Words, Design, and Play*, Routledge, 2012.

### **Week 8 – October 7**

NO CLASS – Fall Recess

### **Week 9 – October 14**

Games, Feelings, and Moral Choice

READ: Aubrey Anable, *Playing with Feelings: Video Games and Affect*, University of Minnesota Press, 2018.

READ: Miguel Sicart, *Play Matters*, MIT Press, 2017.

## **Week 10 – October 21**

PROJECT ALPHA VERSION DUE

Showcase and Playtest Day

## **Week 11 – October 28**

Games as History

READ: Adam Chapman, *Digital Games as History: How Videogames Represent the Past and Offer Access to Historical Practice*, Routledge, 2016.

READ: Ryan Scheiding, “The Destruction of Raccoon City (Again): Japanese Collective Memory Discourse, the Atomic Bombs, and *Resident Evil 3*,” In *The Handbook of Japanese Games and Gameplay*, Japan Documents Press and Amsterdam University Press, 2025.

## **Week 12 – November 4**

Games and Postcolonialism

READ: Souvik Mukherjee, *Videogames and Postcolonialism: Empire Plays Back*, Palgrave Macmillan, 2017.

READ: Soraya Murray, *On Video Games: The Visual Politics of Race, Gender and Space*, Bloomsbury, 2018.

## **Week 13 – November 11**

Games in Japan

READ: Rachael Hutchinson, *Japanese Culture Through Videogames*, Routledge, 2019.

READ: Sarah Christina Ganzon, “Investing Time for Your In-Game Boyfriends and BFFs: Time as Commodity and the Simulation of Emotional Labor in *Mystic Messenger*.” *Games and Culture* 14, no. 2 (2019): 139-153.

## **Week 14 – November 18**

Games in Korea

READ: Florence Chee, *Digital Game Culture in Korea: The Social at Play*, Lexington Books, 2023.

READ: Dal Yong Jin, *Korea's Online Gaming Empire*, MIT Press, 2010.

**Week 15 – November 25**

Work Period

**Week 16 – December 2**

PROJECT BETA VERSION DUE

Showcase and Playtest Day

## **Graded Assessment**

<i>Assignment</i>	<i>Due Date</i>	<i>% of grade</i>
Top 5 Games Assignment	September 2	20%
Project Proposal	September 16	20%
Project Alpha	October 21	30%
Project Beta	December 2	30%

**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).

### **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/>