MODULE CODE: DH3BAGA04C

MODULE TITLE: Introduction to Gameplay Design

Level: 4
Credit Value: 30
Pre-Requisites: NONE

Module Description
This module is designed to develop a practical understanding of games design. The student will learn an awareness of game mechanics, ludology and what makes games fun. The module develops student awareness of gameplay evaluation via board games, card games, role-playing games, table top games and develops a knowledge of game design documentation. The elements of gameplay including: strategy, chance, story, probability, goals, rules, challenges, reward and victory states. On completion of this module the student should be able to design gameplay for a chosen target audience. Work created here will be added to the student's accompanying portfolio this portfolio of design and realisation will be developed, in additional modules to aid course progression and employment.

Learning Outcomes:
On completion of this module, the student will be able to:
1. Research and analyse different mechanics and modes of play.
2. Describe gameplay elements in a design document.
3. Explore the connection between the player and the game.
4. Explain and implement elements of gameplay.
5. Create game design documentation for a target audience.
6. Evaluate and evidence the process of creating game design documentation.

Assessment

Hand-in	Aggregate (Yes/No)	Semester Due
Proposal including analysis of existing game (1500 words) (25%) LO1, LO2, LO3	Yes	Sem 1 Mid
One Sheet and Pitch (presentation) of new game idea 5-7 minutes (35%) LO4, LO5	Yes	Sem 1 End
Digital portfolio: Games Design Document (GDD) for Industry Studio Project (40%) (2500 words or equivalent) LO4, LO5	Yes	Sem 2 End

Indicative Content:
- Theories of game design
- Study of games and games genres
- Gameplay
- Game Mechanics
- History of games
- Target Audience research
- Immersion, Affect, Agency and Presence
- Game Design
- Design Documentation
- Definition of Play

Learning and Teaching Strategies

Practical sessions, lectures, workshops, group and individual sessions and tutorials are combined to give a balanced programme of study. The course is supported by the use of resources such as board games, card games, table top and role play games and independent learning.

Game design skills will be developed through a range of non-digital gameplay exploration, research, construction of game design documentation for a computer game that will be developed in the Industry Studio Project module. This will be used to inform critical, evaluative and reflective practice.

Specific Learning Resources
- Board Games, Card Games, Table Top
- Online and offline games design tools
- Board Game Sleeves
- Counters
- Deck Cases
- Gaming Mats
- Gaming Rolls
- Gaming Tiles
- Sand Timers
- Plain Dice, Plain cards,
- Cardboard
- Games Suite
- Internet resources via Moodle

Reading Lists

Highly Recommended

Brathwaite, B (Author), Schreiber, I. (Contributor) (2008) Challenges for Games Designers: Non-Digital Exercises for Video Game Designers. Charleston: CreateSpace.

Koster, R. (2013) Theory of Fun for Game Design. CA: O'Reilly Media.

Salen, K. & Zimmerman, E. (2004). Rules of play: Game design fundamentals. MIT press.

Swink, S. (2008) Game Feel: A Game Designer's Guide to Virtual Sensation. Oxford: Morgan Kaufmann Game Design Books.

Recommended

Cottrell , S. (2013) Critical Thinking Skills: Developing Effective Analysis and Argument. London: Palgrave.

Dille, F., Platten, J. (2008) The Ultimate Guide to Video Game Writing and Design. New York: Random House.

Rogers, S. (2014) Level Up!: The Guide to Great Video Game Design. Chichester: Wiley.

Schell, J. (2016) The Art of Game Design: A Book of Lenses, Second Edition. Florida: CRC Press.

Swink, S. (2008) Game Feel: A Game Designer's Guide to Virtual Sensation. Oxford: Morgan Kaufmann Game Design Books.

Assessment Grading Criteria:

	The proposal will:
FIRST CLASS 70%+	• Demonstrate a sustained and distinguished ability for evaluation and application appropriate to the field of study. • Demonstrate an appropriate ethos of research with clear evidence of very strong and distinguished analysis and synthesis. • Provide a rigorous and broadly factual and/or conceptual base of knowledge in a distinguished manner.
UPPER SECOND CLASS 60%-69%	• Clear evidence of strong and commendable evaluation and application with a commendable appreciation of the complexity of issues. • Demonstrate an appropriate ethos of research with clear evidence of strong and commendable analysis and synthesis. • Provide a strong factual and/or conceptual base of knowledge in a commendable manner.
LOWER SECOND CLASS 50%-59%	• Provides some sound evaluations and applies methods with a commendable appreciation of the complexity of issues. • Demonstrate an appropriate ethos of research with some evidence of an ability to analyse and synthesise. • Provide a firm factual and/or conceptual base of knowledge in a sound manner.
THIRD CLASS 40%-49%	• Provides occasional and broadly satisfactory evaluations and apples methods in a satisfactory manner. • Demonstrate an appropriate ethos of research with only satisfactory analysis and synthesis. • Provide an adequate factual and/or conceptual base of knowledge in a broadly satisfactory manner.
FAIL 0%-39%	• Fails to provide a satisfactory level of evaluation and application. • Does not work within an appropriate ethos of research and fails to provide adequate analysis and synthesis. • Fails to provide an adequate factual and/or conceptual base of knowledge.

	The pitch and GDD will::
FIRST CLASS 70%+	• Demonstrate a sustained and distinguished ability for evaluation and application appropriate to the field of study. • Communicates effectively, accurately and reliably in an appropriate format in a distinguished manner. • Demonstrate an appropriate ethos of research with clear evidence of very strong and distinguished analysis and synthesis. • Provide a rigorous and broadly factual and/or conceptual base of knowledge in a distinguished manner.
UPPER SECOND CLASS 60%-69%	• Clear evidence of strong and commendable evaluation and application with a commendable appreciation of the complexity of issues. • Displays strong communication and presentation skills accurately and reliably in an appropriate format. • Demonstrate an appropriate ethos of research with clear evidence of strong and commendable analysis and synthesis. • Provide a strong factual and/or conceptual base of knowledge in a commendable manner.
LOWER SECOND CLASS 50%-59%	• Provides some sound evaluations and applies methods with a commendable appreciation of the complexity of issues. • Displays strong communication and presentation skills in a clear and concise manner in an appropriate format. • Demonstrate an appropriate ethos of research with some evidence of an ability to analyse and synthesise. • Provide a firm factual and/or conceptual base of knowledge in a sound manner.
THIRD CLASS 40%-49%	• Provides occasional and broadly satisfactory evaluations and apples methods in a satisfactory manner. • Communicates in a broadly satisfactory manner with adequate presentation skills in a concise manner in an appropriate format. • Demonstrate an appropriate ethos of research with only satisfactory analysis and synthesis. • Provide an adequate factual and/or conceptual base of knowledge in a broadly satisfactory manner.
FAIL 0%-39%	• Fails to provide a satisfactory level of evaluation and application. • Fails to display satisfactory communication with inadequate presentation skills. • Does not work within an appropriate ethos of research and fails to provide adequate analysis and synthesis. • Fails to provide an adequate factual and/or conceptual base of knowledge.