

# Design 265 B: Game Design FTW

Summer 2018 M/W 9:10-11:50 ART rm.110

Dominic Muren dmuren@u.washington.edu

Office ART rm.125a Office Hours: Wednesdays 2:30-3:30

**Course space is on Canvas, Blog is at [gamingthesystemuw.blogspot.com](http://gamingthesystemuw.blogspot.com)**

***Do you every feel like life is a game? What are the differences between game-world and real-world? What can we gain as designers by blurring this boundary?***

## Course Description:

The world works the way it works because of how people interact with constraints (like gravity or their psychology) and rules (like laws, social conventions, or latent prejudices), while pursuing their desires (some physiological, and some psychological). Designers often want to change people's behavior. One way to do this, is to mix new rules in with strategies for satisfying desires. In other words, making a game.

Students will be challenged to develop 3 game-based solutions to "problems" posed by the professor over the course of the class. Problems may be solved simply, or in complex ways, and it is up to the student (or student team) to determine the best solution. Each subsequent challenge will build on the previous one.

Students can use a variety of media to complete challenges, including (but not limited to) payphones, facebook, twitter, tiny cakes, cellphones, answering machines, newspapers, printed pages, projectors, robots, sandwiches, UV paint, modified objects, etc.

Students will record their progress in weekly blog posts.

<b>6/18</b>	<b>Introductions Etc.</b> What is Gaming?	<b>6/20</b>	Discuss Catalyst Reading Discuss: What Makes A game Fun?
<b>6/25</b>	<b>Assign Project 1</b> Lecture: Game structure Bring a game	<b>6/27</b>	Experiment Day Bring a game
<b>7/02</b>	Experiment Day Test Your Game Re-Designs	<b>7/04</b>	<b>No Class, Holiday</b>
<b>7/09</b>	<b>Project 1 critique</b>	<b>7/10</b>	<b>Assign Project 2</b> Lecture: How does curiosity work?
<b>7/16</b>	Lecture: Details and Narrative Experiment/Work Day	<b>7/18</b>	Experiment/Work Day
<b>7/23</b>	<b>Project 2 Critique</b>	<b>7/25</b>	<b>Assign Project 3</b> Experiment/Work Day
<b>7/30</b>	Lecture Experiment/Work Day	<b>8/01</b>	Lecture Experiment/Work Day
<b>8/06</b>	Lecture Experiment/Work Day	<b>8/08</b>	<b>Project 3 Challenge Day</b>
		<b>8/14</b>	<b>Project 3 Documentation Due (virtual)</b>

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## **Readings:**

Readings will be made available in PDF form via Canvas. All readings are required, and will be important for participation in subsequent class discussions.

**The course will be based around 3 challenges exploring how game-play can change user interactions (challenges will be described in further detail later):**

### **1: Make it fun**

Teams will be challenged to re-engineer a boring game to be fun. This can be accomplished by instituting one or more of the game mechanics that we will explore in our early in-class experimentation.

### **2: Calling Card**

Students will create an object which can be given to someone, and cause them to have a partially or fully-controlled experience. This project opens the door to making physical objects. In addition, this project explores how an object or experience can make an impression on a person, even in the absence of another person.

### **3: Object race**

Teams will be challenged to move an object from one part of campus to another, while operating under severe communication handicaps. Additional constraints will be imposed at the time of the challenge. This challenge will force teams to think about motivation, and instruction, as well as how to anticipate and head off problems that may come up. Teams will have the opportunity to explore their own trial runs, but the final challenge will be a surprise, and teams will compete against one another.

## **Blog**

All students will be given access to the class blog. The blog is edited through blogger.com, and students will be responsible for getting signed up with the appropriate accounts. One blog post will be due each week by Sunday at midnight. Blog posts should record the progress of the project, or responses to readings, or both, including photographs, links to research, or videos of process work. Details will be discussed further in class.

## **Discussions:**

Design is a highly subjective pursuit; one person's trash is another's treasure. Because of this, it is crucial that we use discussion and critique to publicly work through our thought processes and conflicts. We will have open discussion every class on a variety of topics, including the validity of designs. Students are expected to participate professionally, with respect for other viewpoints, no matter how counter to their own.

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## **Equal Opportunity**

The School of Art reaffirms its policy of equal opportunity regardless of race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam-era veteran in accordance with UW policy and applicable federal and state statutes and regulations.

## **Violence Awareness and Prevention**

- Preventing violence is everyone's responsibility. If you're concerned, tell someone.
- Always call 911 if you or others may be in danger.
- Call 206-685-SAFE (7233) to report non-urgent threats of violence and for referrals to UW counseling and/or safety resources.
- TTY or VP callers, please call through your preferred relay service.
- Don't walk alone. Campus safety guards can walk with you on campus after dark. Call Husky NightWalk 206-685-WALK (9255).
- Stay connected in an emergency with UW Alert.
- Register your mobile number to receive instant notification of campus emergencies via text and voice messaging.
- Sign up online at [www.washington.edu/alert](http://www.washington.edu/alert)
- For more information visit the SafeCampus website at [www.washington.edu/safecampus](http://www.washington.edu/safecampus).

## **Participation Policy**

- Absences from class prevent participation and may negatively affect grades.
- If you miss class due to illness or emergencies immediately notify your instructor and insure that all missed assignments and exams are completed.

## **Plagiarism**

- Plagiarism is defined as using in your own work the creations, ideas, words, inventions, or work of someone else without formally acknowledging them through the use of quotation marks, footnotes, bibliography, or other reference.
- Please check with your instructor if you have questions about what constitutes plagiarism.
- Instances of plagiarism will be referred to the Vice Provost/Special Asst to the President for Student Relations and may lead to disciplinary action.

## **Students with disabilities:**

If you would like to request academic accommodations due to a disability, please contact Disabled Student Services, 448 Schmitz, (206) 543-8924 (V/TTY). If you have a letter from Disabled Student Services indicating you have a disability that requires academic accommodation, please present the letter to me as soon as possible so we can discuss the accommodations you might need for the class.

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## **Grading Policies:**

You are expected to approach work with a high degree of professionalism. Assignments should be turned in well-prepared, and on time. Late work is unacceptable without prior instructor permission. Because a large part of each class will involve critique and discussion, attendance to all scheduled class periods is required. Your grade is based on how well you demonstrate your understanding of the course material, as well as on the quality of your assignments. Since the contributions students make in class are a crucial component your learning, 20% of your final grade will be assigned based on participation.

## **Grade Brakedown:**

**[20%]** In-class Participation

**[20%]** Blog posts

**[60%]** 20% for each of three projects based on 10% success, and 10% solution quality

## **Grading Criteria:**

3.8-4.0 is given to a student who has exhibited the highest possible performance in all aspects of the course - final projects, the design process and participation are excellent. This student independently seeks out additional information on design and is highly committed/passionate about their work.

3.4-3.7 is given to a student who exhibits superior performance in all aspects of the course - the final projects, design process, and participation are uniformly of high quality. This student has a thorough understanding of all concepts presented, and is motivated to improve and succeed.

2.9-3.3 is given to a student who has good performance in most aspects of the course. This student follows a thorough design process, has good design work, and consistent participation that reflects a clear understanding of almost all concepts being presented.

2.5-2.8 is given to a student who has fair performance in the course. The final work is adequate, with a design process that reflects the minimum needed to complete assignments. Participation and motivation are moderate.

0-2.4\* is given to a student with poor performance in the course. Projects are incorrectly prepared, incomplete or missing. This student does not understand the majority of concepts presented and rarely participates in class. This student is not prepared for subsequent courses in design.