



WMEC111

Introduction to Video Games

MUIC Term 4 2016

Macquarie University International College

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	6
<u>Delivery and Resources</u>	10
<u>Unit Schedule</u>	12
<u>Policies and Procedures</u>	14
<u>Graduate Capabilities</u>	17
<u>Unit-level Standards</u>	21

Disclaimer

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General Information

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Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

Video games provide the only real example of the promise of interactive entertainment held out by modern technologies. Video games provide a rapidly growing form of entertainment and are also used for educational and business purposes. This unit provides an introduction to the design and study of computer and console games. Topics covered include: the history of games; the cultural and aesthetic study of games; and the game development process. The assessment includes a project using a game development package.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Demonstrate a good knowledge of the video games studies discipline

Communicate clearly and effectively, a range of ideas, in a variety of media forms

Identify and distinguish different disciplinary approaches to video game analysis

Apply game design skills and methodologies to the production of basic video games

Use discipline specific terminology to communicate concepts and ideas relevant to this unit.

General Assessment Information

Grading

Students will receive a Standardised Numerical Grade (SNG) reflects the extent to which student attainment matches the descriptors as per the [Macquarie University Grading Policy](#). This unit will use the following grades which will be aligned with the listed numerical range:

- HD - High Distinction (85-100)
- D - Distinction (75-84)
- Cr - Credit (65-74)
- P - Pass (50-64)
- F - Fail (0-49)

Requirements to Pass

In order to pass this unit a student must:

- Pass the final examination or final assessment task
- Achieve a Standard Numerical Grade (SNG) of 50 or more in the unit
- Attend at least 80% of scheduled classes
- Attempt all assessment tasks in unit

For further details about grading, please refer to the [Grading Policy](#).

Submission of Assessment Tasks

Assessments must be submitted following instructions provided in class. Assessment tasks which have not been submitted as required will not be marked. They will be considered a non-submission and zero marks will be awarded.

Turnitin

Turnitin compares electronically submitted papers to a database of academic publications, internet sources and other papers that have been submitted into the system to identify matching text. It then produces an Originality Report which identifies text taken from other sources, and generates a similarity percentage to judge whether plagiarism has occurred (see Academic Honesty section below).

Multiple submissions may be possible via Turnitin prior to the due date of an assessment and originality reports may be made available to students. In such cases they should be used to check work for plagiarism prior to a final submission.

Where there is a requirement for assessment tasks to be submitted through Turnitin, it is the student's responsibility to ensure that work is submitted correctly prior to the due date. Hard copies will not be accepted unless indicated otherwise by a teaching staff member. Records in Turnitin will be taken as records of submission. For assistance submitting through Turnitin, you may approach your teacher, lodge a [OneHelp](#) Ticket, refer to the [IT help page](#) or seek assistance from [Student Connect](#).

Students should note that for a first time submission the Originality Report will be available immediately post submission but for any subsequent submissions it will take 24 hours for the report to be generated. This may be after the due date so students should plan their submission carefully.

Missed Assessments

The University recognises that students may experience unexpected events and circumstances that adversely affect their academic performance in assessment activities, for example illness. In order to support students who have experienced a serious and unavoidable disruption, the University will provide affected students with an additional opportunity to demonstrate that they have met the learning outcomes of a unit. An additional opportunity provided under such circumstances is referred to as special consideration.

The [Disruption to Studies Policy](#) applies only to *serious and unavoidable* disruptions that arise after a study period has commenced. Students with a pre-existing disability/health condition or prolonged adverse circumstances may be eligible for ongoing assistance and support. Such support may be sought through [Campus Wellbeing](#) and [Support Services](#).

Serious and Unavoidable Disruption The University classifies a disruption as **serious and unavoidable** if it:

- could not have reasonably been anticipated, avoided or guarded against by the student; and
- was beyond the student's control; and
- caused substantial disruption to the student's capacity for effective study and/or completion of required work; and
- occurred during an event critical study period and was at least three (3) consecutive days duration, and / or
- prevented completion of a final examination.

To be eligible for Special Consideration, a student must notify the University of a *serious and unavoidable* disruption within five (5) working days of the commencement of the disruption (Disruption to Studies notification). All Disruption to Studies notifications are to be made online via the University's [Ask MQ](#) system. A Disruption to Studies notification must be supported by documentary [evidence](#).

In submitting a Disruption to Studies notification, a student is acknowledging that they may be required to undertake additional work. The time and date, deadline or format of any required extra assessable work as a result of a disruption to studies notification is not negotiable and

in submitting a disruption to studies notification, a student is agreeing to make themselves available to complete any extra work as required.

Please refer to the [Disruption to Studies Policy](#) for further details.

Extensions & Late Submissions

To apply for an extension of time for submission of an assessment item, students must submit a Disruptions to Studies notification via ask.mq.edu.au.

Late submissions without an approved extension are possible but will be penalised at 20% per day up to 4 days (weekend inclusive). If a student submits an assessment task 5 or more days after the due date without grounds for special consideration (See [Disruptions to Studies Policy](#)) a record or submission will be made but the student will receive zero marks for the assessment task.

Final Assessment Tasks

Final assessments will typically take place in Week 6 or Monday of Week 7. All students enrolled in a teaching session are expected to ensure they are available up until and including Monday of Week 7 to complete assessment tasks. Passing the final assessment task is a requirement to pass this unit.

Details of teaching session dates can be found on the [Important Dates](#) calendar. Due dates for assessments will be available in the unit guide.

Conduct During Assessments

Students must adhere to the [Student Code of Conduct](#) and [Academic Honesty Policy](#) at all times.

Students will be provided with instructions relating to conduct during in-class assessment tasks.

Retention of Originals

It is the responsibility of the student to retain a copy of any work submitted and produce another copy of all work submitted if requested. Copies should be retained until the end of the grade appeal period each term.

In the event that a student is asked to produce another copy of work submitted and is unable to do so, they may be awarded zero (0) for that particular assessment task.

The University may request and retain the originals of any documentation or evidence submitted to support notifications of disruptions to studies. Requests for original documentation will be sent to the applicant's student email address within six (6) months of notification by the student. Students must retain all original documentation for the duration of this six (6) month period and must supply original documents to the University within ten (10) working days of such a request being made.

Contacting Teaching Staff and Obtaining Help and Feedback

Students may contact teaching staff at any time during the term by using the contact details provided in this guide.

For all university related correspondence, students are required to use their official Macquarie University student email account which may be accessed via the [Macquarie University Student Portal](#). Inquiries from personal email accounts will not be attended to.

Students may seek additional feedback at any time during the term and general feedback about their performance in a unit up to 6 months following results release.

Assessment Tasks

Name	Weighting	Due
Participation	15%	Ongoing
Practical Exercises	10%	Weekly
Game Analysis Task 1	10%	Monday 5pm Week 3
Game Analysis Task 2	10%	Monday 5pm Week 5
Final Essay	35%	11:59pm Friday Week 5
Unity Game Task	20%	9:00am Monday, Week 6

Participation

Due: **Ongoing**

Weighting: **15%**

The purpose of lessons is for students to discuss the weekly topics and readings to enrich their understanding. All students are required to participate in lesson discussion. This means arriving at lessons having completed set readings and being prepared to discuss issues arising.

You will be assessed on: in-class multiple choice exercises, individual participation in class discussions, and group work.

Please note that your participation mark will be based on your performance in theory classes.

You will be assessed on four criteria:

- Engagement with the readings
- Engagement with lesson material
- Ability to relate key theoretical ideas to previous readings and/or independent research
- Willingness to contribute to class discussion by asking relevant questions, answering other students' questions, treating other students with respect and behaving appropriately (e.g. not talking whilst teacher or other students talking)

Attendance is not the same as participation. Students receive no marks for simply attending

lessons.

On successful completion you will be able to:

- Demonstrate a good knowledge of the video games studies discipline
- Communicate clearly and effectively, a range of ideas, in a variety of media forms
- Identify and distinguish different disciplinary approaches to video game analysis
- Use discipline specific terminology to communicate concepts and ideas relevant to this unit.

Practical Exercises

Due: **Weekly**

Weighting: **10%**

In class exercises using a game creation tool. For 2016 this is the Unity game engine. These exercises are designed to introduce students to the basics of game development. Students' work will be assessed during the classes.

You will be judged against the following criteria:

- Able to implement small game projects, with small elements of design
- Demonstrate knowledge of and ability to use the game engine
- Demonstrate some limited ability to apply basic game design concepts such as difficulty progression, challenge hierarchy, player engagement and world coherence

On successful completion you will be able to:

- Apply game design skills and methodologies to the production of basic video games

Game Analysis Task 1

Due: **Monday 5pm Week 3**

Weighting: **10%**

A short answer online quiz, analysing the design of a game (to be provided) using the ideas taught in class. This exercise is designed to demonstrate students' understanding of the concepts taught and their ability to apply them to analysing a game.

Students will complete the quiz individually via iLearn, in their own time. The quiz will open on Friday Week 2 at 5pm and close on Monday Week 3 at 5 pm.

Please note students can attempt the quiz multiple times and only the last attempt will be marked. Students are advised to write their answers in an offline editor and then copy and paste them into the form. It is the student's responsibility to ensure that they have access to a stable internet connection whilst completing the quizzes, or complete the quiz on campus.

You will be judged against the following criteria:

- Awareness of the design concepts such as game mechanics, dynamics and aesthetics, and the different kinds of game experience.
- Ability to use these concepts to understand how a simple game is designed.

On successful completion you will be able to:

- Communicate clearly and effectively, a range of ideas, in a variety of media forms
- Apply game design skills and methodologies to the production of basic video games
- Use discipline specific terminology to communicate concepts and ideas relevant to this unit.

Game Analysis Task 2

Due: **Monday 5pm Week 5**

Weighting: **10%**

A short answer online quiz, analysing the design of a game (to be provided) using the ideas taught in class. This exercise is designed to demonstrate students' understanding of the concepts taught and their ability to apply them to analysing a game.

Students will complete the quiz individually via iLearn, in their own time. The quiz will open on Friday Week 4 at 5 pm and close on Monday Week 5 at 5pm.

Please note students can attempt the quiz multiple times and only the last attempt will be marked. Students are advised to write their answers in an offline editor and then copy and paste them into the form. It is the student's responsibility to ensure that they have access to a stable internet connection whilst completing the quizzes, or complete the quiz on campus.

You will be judged against the following criteria:

- Awareness of the design concepts such as interesting choices, discovery and mastery, types of challenge and the difficulty curve.
- Ability to use these concepts to understand how a simple game is designed.

On successful completion you will be able to:

- Communicate clearly and effectively, a range of ideas, in a variety of media forms
- Apply game design skills and methodologies to the production of basic video games
- Use discipline specific terminology to communicate concepts and ideas relevant to this unit.

Final Essay

Due: **11:59pm Friday Week 5**

Weighting: **35%**

Write a 1500 word essay critically analysing a video game or game community of your choosing (your choice must be approved by your teacher). Your analysis must build upon, critique and/or extend the argument of one or more of the unit readings. You must also use academic theory from beyond the unit (i.e. work not set as readings) to support the argument. In total you must reference at least three **academic** sources, including at least one from the unit readings and at least one from your own research.

You must identify the key theoretical ideas and assumptions associated with your chosen reading and apply them to your chosen game/community.

Given this is a relatively short piece of writing, you need to focus on analysis rather than description. You should only describe the game/community enough to make your analysis make sense for a reader unfamiliar with it, you do not need to describe every aspect of the game. You also don't need to comprehensively analyse the entire game/community, it may be preferable that you focus on a particular section or element of the game/community. For example: You may choose to focus on a particular boss battle, level, or a community such as a local group of cosplayers.

Your analysis should be written in a scholarly form (with references). It needs one central analysis underpinning all sections. It needs to be formal in tone and academic (not journalistic) in style. You must analyse not just describe the chosen game/community.

You can go a maximum of 10% over the word count, if you write more than this the rest of the work will not be marked.

At the top of your submission you must have the following information:

- Teacher's Name
- Lesson day and time
- The unit reading (or readings) you are building upon/critiquing
- Game/game community you are analysing
- A one sentence statement outlining your argument

This task will be assessed on five criteria:

- Understanding of the theoretical contexts of the chosen topic
- Strength and clarity of argument
- Depth of engagement with appropriate academic material
- Referencing
- Style, structure and presentation

This task must be submitted via Turnitin in iLearn. Passing this task is a requirement to pass the unit.

On successful completion you will be able to:

- Demonstrate a good knowledge of the video games studies discipline

- Communicate clearly and effectively, a range of ideas, in a variety of media forms
- Identify and distinguish different disciplinary approaches to video game analysis
- Use discipline specific terminology to communicate concepts and ideas relevant to this unit.

Unity Game Task

Due: **9:00am Monday, Week 6**

Weighting: **20%**

A design task using the Unity game engine. You will design a level for a simple video game and write a short document describing the engine features you use and how they contribute towards your design. This task must be submitted via Turnitin iLearn, but only marked after in-class discussion with practical demonstrator.

You will be judged against the following criteria:

- Ability to use various features of the Unity engine, including cameras, modelling, lighting, sound, and terrain.
- Ability to apply these features creatively to achieve particular effects in your game.
- Ability to communicate your design choices.

On successful completion you will be able to:

- Communicate clearly and effectively, a range of ideas, in a variety of media forms
- Apply game design skills and methodologies to the production of basic video games

Delivery and Resources

Scheduled Class Time & Timetables

Weekly face to face contact for this unit will be 8 hours consisting of 4 x 2 hour lessons (48 hours per term). Contact hours will consist of 4 hours of theory classes and 4 hours of practical classes per week.

Students will be able to enrol in their classes and view their personal timetable via eStudent and may also view general timetable information via Macquarie University's [Timetable page](#).

If a scheduled class falls on a public holiday a make-up lesson may be scheduled. If appropriate, the instructor may instead organise an online make-up lesson or require students to complete additional set work. Scheduled make-up days will be announced in class and attendance will may be taken where relevant.

Attendance Requirements - All students

All students are required to attend at least 80% of scheduled class time to pass this unit.

Attendance will be monitored in each lesson & students will be able to see their attendance

records for a unit via iLearn.

Where a student is present for a part of a lesson (for example arrives late, leaves early, leaves the class frequently or for lengthy periods, engages in inappropriate or unrelated activities or does not participate actively in the majority of the lesson) the teacher reserves the right to mark a student absent for that part of the lesson.

Because of the intensive nature of this program, students should be aware that their attendance in this unit may fall below 80% relatively quickly.

In cases of unavoidable non-attendance due to illness or circumstances beyond control, students should lodge a [Disruption to Studies](#) Notification via ask.mq.edu.au within 5 working days and supply relevant supporting documentation, even if they have not missed a formal assessment task. This will ensure that appropriate records of unavoidable absences can be made.

For further information on attendance, please refer to the [Attendance and Study Load Policy](#).

iLearn

[iLearn](#) is Macquarie's online learning management system and a principal resource which will be used throughout the term. Students should access iLearn at least 3 times per week as it will contain important information including:

- Announcements - Teaching staff will communicate to the class using iLearn announcements.
- A link to the unit guide for the unit and staff contact details
- Lecture notes and recordings where available
- Learning and teaching activities and resources
- Assessment information
- Tutorial questions and solutions
- Assessment submission tools such as Turnitin
- Other relevant material

For any technical or support issues using iLearn, please contact the IT helpdesk (Ph. 02 9850 4357) or lodge a ticket using [OneHelp](#).

Required and Recommended Texts and Materials

Textbook:

Adams, E. (2010) Fundamentals of game design is a **recommended** text for this subject but it is not required. It is, however, strongly recommended that students who intend to proceed to the BIT Game Design and Development or the BA major in Games and Interactivity buy this book as it will be a useful reference throughout your degree. It can be purchased through the Co-Op Bookshop.

The WMEC111 reader will be provided online via electronic readings, so need not be purchased.

Website

The website for this unit is provided through the University's iLearn system. iLearn can be found at <http://ilearn.mq.edu.au>. If you are enrolled in this unit you should have access to the material on iLearn once you log on.

Discussion Boards

The discussion board for this unit can be accessed through the iLearn site.

Technologies Employed:

Game Design Environment: the Unity3D game engine will be used to create your game. This is a free download and runs on both PCs and Macs. Minimum hardware requirements for PC/Mac Unity can be found here if you intend to work on your project using your own computer or at home (this is optional): <http://unity3d.com/unity/system-requirements>

Consultation Times

Full contact details for the unit teacher is available on the iLearn site, consultation times will be in class or by specific appointment only.

Unit Schedule

Theory

<i>Week/ Lesson</i>	<i>Topic/Content Covered</i>	<i>Required Reading</i>	<i>Associated Tasks</i>	<i>Assessment Task</i>
1.1	Introduction to unit	Salen and Zimmerman (2004) - Defining games		class participation
1.2	The Pleasures of Play	Costello & Edmonds (2007) - A Study in Play, Pleasure and Interaction Design		class participation
2.1	Mechanics, Dynamics and Drama	LeBlanc (2006) - Tools for creating dramatic game dynamics iShare		class participation
2.2	Paying attention to Platforms and Code	Apperley & Jayemane (2012) - Game Studies' Material Turn		class participation
3.1	History of Game Studies	Aarseth (2004) - Genre Trouble Murray (2005) - The Last Word on Ludology v Narratology		Game Analysis Task 1, Due: 5pm Monday Week 3
3.2	Gaming and Learning	Tulloch (2014) - Reconceptualising gamification: Play and pedagogy		class participation

<i>Week/ Lesson</i>	<i>Topic/Content Covered</i>	<i>Required Reading</i>	<i>Associated Tasks</i>	<i>Assessment Task</i>
4.1	Decisions, Decisions, Decisions	Fullerton, Hoffman, & Swain (2004) - Improving Player Choices		class participation
4.2	Resources and Economy	Adams & Dormans (2012) - Internal Economy		class participation
5.1	Aesthetics and Game Feel	Swink (2009) - Game Feel		Game Analysis Task 2, Due: 5pm Monday Week 5
5.2	New Modes of Play, New Players	Juul, J. (2010) - A Casual Revolution		Final Essay Due: 11:59 pm Friday Week 5
6.1	Gendered Play	Bryce, J. & Rutter, J. (2002) - Killing Like a Girl: Gendered Gaming and Girl Gamers' Visibility		class participation
6.2	Discussion of Assignment	Essay writing technique and tips		class participation

Labs

<i>Week/ Lesson</i>	<i>Topic/Content Covered</i>	<i>Required Reading</i>	<i>Associated Tasks</i>	<i>Assessment Task</i>
1.1	Introduction to practicals	N/A	Set up Unity account and associated project files	
1.2	Physics	N/A		Show prac completion in class
2.1	Layers, Triggers, Prefabs	N/A		Show prac completion in class
2.2	Animation	N/A		Show prac completion in class
3.1	Meshes and Textures	N/A		Show prac completion in class

<i>Week/ Lesson</i>	<i>Topic/Content Covered</i>	<i>Required Reading</i>	<i>Associated Tasks</i>	<i>Assessment Task</i>
3.2	Cameras and Lighting	N/A		Show prac completion in class
4.1	Indirect Lighting	N/A		Show prac completion in class
4.2	Terrain and Trees	N/A		Show prac completion in class
5.1	Particle Effects	N/A		Show prac completion in class
5.2	Interactivity	N/A		Show prac completion in class
6.1	Final session: in-class project work	N/A	Workshopping of final project before submission	Due: 9:00am Monday, Week 6
6.2	Final session: in-class project work	N/A	Uploading of final project if completed	

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Academic Honesty

The nature of scholarly endeavour, dependent as it is on the work of others, binds all members of the University community to abide by the principles of academic honesty. Its fundamental principle is that all staff and students act with integrity in the creation, development, application and use of ideas and information. This means that:

- all academic work claimed as original is the work of the author making the claim
- all academic collaborations are acknowledged
- academic work is not falsified in any way
- when the ideas of others are used, these ideas are acknowledged appropriately.

Further information on the academic honesty can be found in the Macquarie University Academic Honesty Policy at http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

Final Examination Script Viewings and Grade Appeals

A student who has been awarded a final grade for a unit has the right to appeal that grade as outlined in the [Grade Appeal Policy](#). Grade appeals apply to the final Standardised Numerical Grade (SNG) a student receives for a unit of study. They do not apply to results received for individual assessment tasks.

A student is expected to seek feedback on individual assessment tasks prior to the award of a final grade. In particular, a student is expected to view their final examination paper in advance of submitting a grade appeal, if this is relevant to their case. To request a final examination script viewing, please lodge a ticket via ask.mq.edu.au. Script viewings must be lodged between results release date of the relevant teaching Term (00.01 am Friday Week 7) and midnight Tuesday Week 1 of the subsequent teaching Term (5 day period). Requests outside this window will not be considered.

Grade appeals must be submitted via ask.mq.edu.au within 20 working days from the published result date for the relevant unit. Before submitting a Grade Appeal, please ensure that you read the [Grade Appeal Policy](#) and note valid grounds for appeals.

Students also have the right to request generic feedback from the teaching staff on their overall

performance in the unit, including in a final examination. This can be done at any time in the six month period starting from the day on which the final grade of the relevant unit is published.

Course Progression

The College closely monitors Foundation students' academic progress as per the [Progression Policy](#) for Programs delivered by Macquarie University International College.

To maintain Satisfactory Academic Progress, a student must successfully complete 50% or more of their enrolled units in a study Term. To successfully complete a unit, students must meet the requirements to pass as listed in the unit guide, obtain a passing grade **and** fulfil attendance requirements.

Students who fail to make Satisfactory Academic Progress will be classified as "at risk" and will be notified in writing. At-risk student may be required to undergo academic counselling, undertake certain initiatives or have conditions placed upon their enrolment to help them make satisfactory progress.

Students must also pass 50% or more of the units in 2 or more terms in order to meet Minimum Rate of Progress (MRP) requirements. A student is deemed not to be making Minimum Rate of Progress if they fail more than 50% of their enrolled units in two consecutive Terms of study, or if they have failed more than 50% of their subjects after studying two or more terms.

Any domestic student who has been identified as not meeting Minimum Rate of Progress requirements will be issued with an Intention to Exclude letter and may subsequently be excluded from the program.

Any international student who has been identified as not meeting MRP will be issued with an Intention to Report letter and may subsequently be reported to the Department of Immigration and Border Protection (DIBP) for not meeting visa requirement and be subject to exclusion from the program. International students must comply with the [MUIC Progress Policy](#) in order to meet the conditions of their visa.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcome

- Apply game design skills and methodologies to the production of basic video games

Assessment tasks

- Practical Exercises
- Game Analysis Task 1
- Game Analysis Task 2
- Unity Game Task

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcome

- Use discipline specific terminology to communicate concepts and ideas relevant to this

unit.

Assessment tasks

- Participation
- Unity Game Task

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcome

- Use discipline specific terminology to communicate concepts and ideas relevant to this unit.

Assessment tasks

- Participation
- Practical Exercises
- Game Analysis Task 1
- Game Analysis Task 2
- Final Essay
- Unity Game Task

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Demonstrate a good knowledge of the video games studies discipline
- Identify and distinguish different disciplinary approaches to video game analysis
- Use discipline specific terminology to communicate concepts and ideas relevant to this

unit.

Assessment tasks

- Participation
- Practical Exercises
- Game Analysis Task 1
- Game Analysis Task 2
- Final Essay
- Unity Game Task

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Demonstrate a good knowledge of the video games studies discipline
- Communicate clearly and effectively, a range of ideas, in a variety of media forms
- Identify and distinguish different disciplinary approaches to video game analysis

Assessment tasks

- Participation
- Game Analysis Task 1
- Game Analysis Task 2
- Final Essay
- Unity Game Task

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Demonstrate a good knowledge of the video games studies discipline

- Communicate clearly and effectively, a range of ideas, in a variety of media forms
- Identify and distinguish different disciplinary approaches to video game analysis
- Apply game design skills and methodologies to the production of basic video games

Assessment tasks

- Participation
- Practical Exercises
- Game Analysis Task 1
- Game Analysis Task 2
- Final Essay
- Unity Game Task

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Communicate clearly and effectively, a range of ideas, in a variety of media forms
- Use discipline specific terminology to communicate concepts and ideas relevant to this unit.

Assessment tasks

- Participation
- Game Analysis Task 1
- Game Analysis Task 2
- Final Essay
- Unity Game Task

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcome

- Demonstrate a good knowledge of the video games studies discipline

Assessment task

- Participation

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcome

- Demonstrate a good knowledge of the video games studies discipline

Assessment task

- Participation

Unit-level Standards

The following standards will be applied in determining your final grade in this unit

Pass

- Demonstrate an understanding of a range of the different disciplinary approaches to video game analysis
- Demonstrate noticeable evidence of being able to critically evaluate and analyse ideas and concepts in video games using the approaches presented in the unit
- Able to design, implement and document small game projects
- Demonstrate in the game design/implementations noticeable ability to apply basic game design concepts such as difficulty progression, challenge hierarchy, player engagement and world coherence

Credit

- Demonstrate breadth and depth of understanding of the different disciplinary approaches to video game analysis
- Demonstrate sustained evidence of being able to critically evaluate and analyse ideas and concepts in video games using the approaches presented in the unit.

- Able to successfully design, implement and document small game projects
- Demonstrate in the game design/implementations sustained ability to apply basic game design concepts such as difficulty progression, challenge hierarchy, player engagement and world coherence
- Demonstrate at least some creativity and innovation in design

Distinction

- Demonstrate breadth and depth of understanding of the different disciplinary approaches to video game analysis
- Demonstrate sustained evidence of being able to critically evaluate and analyse ideas and concepts in video games using the approaches presented in the unit.
- Demonstrate noticeable originality and insight in evaluation and analysis
- Able to successfully design, implement and document small game projects
- Demonstrate in the game design/implementations sustained ability to apply basic game design concepts such as difficulty progression, challenge hierarchy, player engagement and world coherence
- Demonstrate substantial creativity and innovation in design

High Distinction

- Demonstrate breadth and depth of understanding of the different disciplinary approaches to video game analysis
- Demonstrate sustained evidence of being able to critically evaluate and analyse ideas and concepts in video games using the approaches presented in the unit.
- Demonstrate substantial originality and insight in evaluation and analysis
- Able to successfully design, implement and document small game projects
- Demonstrate in the game design/implementations sustained ability to apply basic game design concepts such as difficulty progression, challenge hierarchy, player engagement and world coherence
- Demonstrate sustained, high-level, creativity and innovation in design