

# SM4704: ART GAME WORKSHOP

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## Effective Term

Semester A 2022/23

## Part I Course Overview

### Course Title

Art Game Workshop

### Subject Code

SM - School of Creative Media

### Course Number

4704

### Academic Unit

School of Creative Media (SM)

### College/School

School of Creative Media (SM)

### Course Duration

One Semester

### Credit Units

3

### Level

B1, B2, B3, B4 - Bachelor's Degree

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

CS1103 Introduction to Media Computing OR CS1303 Introduction to Internet and Programming OR CS1103B Media Computing OR SM1103A Introduction to Media Computing

### Precursors

Nil

### Equivalent Courses

Nil

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

This workshop-based course explores video games as a site for art practice and social critique. Through the analysis of existing artefacts and the design and implementation of games the course aims to situate video games within contemporary art and explore their potential as a space for intervention in political, social, and cultural dynamics. Rather than focusing exclusively on technical issues, the course examines the symbolic and aesthetic dimensions of the genre as a means for cultural production.

### Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe the essential features of games	x	x	
2	Distinguish art games from other games and describe the role that art games play in contemporary culture	x	x	
3	Use concepts of art and game theory to describe and evaluate the salient aspects of an art game	x	x	
4	Use concepts of art, game theory, and game design to design and develop their own art game	x	x	x
5	Use concepts of art, game design, and software engineering to implement a working prototype of their game	x	x	x
6	Generate personal insight as a result of critical interpretation of the experience of the research process	x	x	x

#### A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

#### A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

#### A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

### Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Lectures on topics pertaining to art and games	1, 2, 3, 4
2	Critiques	Feedback and commentary on projects	4, 5, 6
3	Presentations	Presentations on project work	4, 5, 6

4	Projects	Independent art game design projects	5, 6	
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**Assessment Tasks / Activities (ATs)**

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Participation	1, 2, 3, 4, 5	15	
2	Assignments	1, 2, 3, 4, 5, 6	30	
3	Presentations	4, 5, 6	20	
4	Final project	5, 6	35	

**Continuous Assessment (%)**

100

**Examination (%)**

0

**Assessment Rubrics (AR)****Assessment Task**

## 1. Participation

**Criterion**

This assessment task reviews students' participation and performance in discussions, debates and peer critique during the tutorial sessions. The evidence of 'negotiation', the sign of discovery, lies in students' pre-class preparation and interpersonal sensitivity to his/her peer members.

**Excellent (A+, A, A-)**

- Active in-class participation, positive listening, strong ability to stimulate class discussion and comment on other points
- In-depth pre-class preparation and familiarity with peer reports and other materials
- Interpret others' views with an open mind and ready to negotiate
- Readiness to share personal insight via analysis and synthesis with informed views
- Constructively critical, thus facilitating the discovery of new issues

**Good (B+, B, B-)**

- Active in-class participation, positive listening, ability to initiate class discussion and comment on other points
- Adequate pre-class preparation and familiarity with peer reports and other materials
- Interpret opinions effectively

**Fair (C+, C, C-)**

- Attentive in in-class participation, listening with comprehension, but only infrequently contributing
- Adequate pre-class preparation but little familiarity with peer reports and other materials
- Fair ability in interpreting opinions

**Marginal (D)**

- Unmotivated to participate in class discussion or comment on other people's views
- Little pre-class preparation and familiarity with peer reports and other materials
- Poor ability in interpreting opinions

**Failure (F)**

- Unwilling to participate in class discussion and comment on other points, even when requested by the teacher
  - No pre-class preparation and familiarity with peer reports and other materials
  - Minimal ability in interpreting opinions
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## Assessment Task

### 2. Assignments

#### Criterion

Students should demonstrate ability to utilize primary and secondary sources, build up argument and analysis. The threshold of 'discovery' lies in a student's self initiatives to conduct additional research and to personalize theories for her/his personal daily experience.

#### Excellent (A+, A, A-)

- Excellent grasp of research material, able to explain key concepts, assumptions and debates
- Rigorous organization, coherent structure, distinct thesis, properly argued with strong narrative
- Insightful interpretation of the subject matter with distinct themes and thesis
- Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize
- Ability to approach a text or a theme using a variety of theories and analytical tools
- Strong bibliography suggesting breadth and depth of coverage and informed insights

#### Good (B+, B, B-)

- Firm grasp of materials, able to explain key concepts and assumptions
- Reasonable organization, balanced structure, adequate content, sufficient ability to integrate various resources based on demand
- Clear ideas which keep to the point, clear-cut subject, ability to interpret opinions independently
- Organized bibliography which can be utilized in accordance with the topic

#### Fair (C+, C, C-)

- Comprehensive grasp of materials, able to explain key concepts
- Fair organization, weak structure, adequate content, fair ability to integrate various resources based on demand
- Relevant points to the subject matter, fair ability to interpret opinions
- Unorganized bibliography which can be utilized in accordance with the topic

#### Marginal (D)

- Loose grasp of materials, cannot explain key concepts
- Poor organization and structure, weak content, limited use of resources
- Relevant points to the subject matter, marginal ability to interpret opinions
- Insufficient and/or unorganized bibliography

#### Failure (F)

- Poor grasp of materials
- No organization and structure, inadequate content, no/ irrelevant use of resources
- Irrelevant points to the subject matter, minimal ability to interpret opinions
- Irrelevant bibliography

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## Assessment Task

### 3. Presentation

#### Criterion

This assessment will grade on content and fluency of presentation. Students should show their co-operation to conduct a well-organized presentation with their own argument and evidence from readings and notes. The threshold of 'discovery' lies in a student's self initiatives to conduct additional research and to personalize theories for her/his personal daily experience.

#### Excellent (A+, A, A-)

- Rich, informative content, excellent grasp of the material with in-depth and extensive knowledge of the subject matter
- Rigorous organization, coherent structure, and systematic exposition with a strong sense of narrative
- Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management

- Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize

**Good (B+, B, B-)**

- Adequate content with firm grasp of the material that informs the audience on a subject matter
- Reasonable organization, balanced structure and composition
- Good verbal communication: comprehensible pronunciation, fluent expression and diction, fair time-management

**Fair (C+, C, C-)**

- Adequate content with comprehensive grasp of the material demonstrating basic knowledge of the subject matter
- Fair organization, weak structure and composition
- Fair presentation skills: acceptable pronunciation, expression and diction, fair time-management

**Marginal (D)**

- Weak content, loose grasp of the general ideas with some knowledge of the subject matter
- Poor organization, structure and composition
- Poor presentation skills: marginal pronunciation, expression and diction, poor time-management

**Failure (F)**

- Inadequate content, fail to identify the general ideas with knowledge of the subject matter
- No organization, structure or/and composition
- Poor presentation skills: marginal pronunciation, expression and diction, minimal time-management

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**Assessment Task**

4. Final Project

**Criterion**

Students should demonstrate ability to utilize primary and secondary sources, execute creative ideas and projects. The threshold of 'discovery' lies in a student's proactively turning theory into praxis, to transform course material into self-owned authorship.

**Excellent (A+, A, A-)**

- Work has strong affective quality and the articulation of personal styles and signature
- Excellent appreciation, exploration and/or application of the aesthetic and expressive qualities of the medium
- Work raises questions and instill insights about the process of conception, creative strategization and production
- Innovative exploration by combining knowledge from different disciplines (e.g. mathematics, psychology, physics, anthropology, etc.) to create an inter-disciplinary project
- Efficient adjustment of plans and strategies in response to resources (time, space, equipment, etc) available with constructive adjustment

**Good (B+, B, B-)**

- Strong appreciation, exploration and/or application of the aesthetic and expressive qualities of the medium
- Ability to create project/ work that demonstrate the processes of thinking and creative exploration
- Proper adjustment of plans and strategies in response to resources (time, space, equipment, etc) available and constructive feedback/ suggestions

**Fair (C+, C, C-)**

- Basic appreciation and/or application of the aesthetic and expressive qualities of the medium
- Limited ability to create project/ work that demonstrate the processes of thinking and creative exploration
- Adjustment of plans and strategies in response to resources (time, space, equipment, etc) available

**Marginal (D)**

- Marginal appreciation of the aesthetic and expressive qualities of the medium
- Marginal ability to create project/ work that demonstrate the processes of thinking and creative exploration
- Limited adjustment of plans and strategies in response to resources (time, space, equipment, etc) available

**Failure (F)**

- No appreciation of the aesthetics and expressive qualities of the medium
- Fail to create project/ work that demonstrate the processes of thinking and creative exploration
- Minimal adjustment of plans and strategies in response to resources (time, space, equipment, etc) available

**Additional Information for AR**

All A+/A/A- grade assignment should comply with the highest performance of Discovery-oriented learning.

**Part III Other Information****Keyword Syllabus**

Games, Game design, Game theory, Software engineering, Art, Activism, Culture, Programming,

**Reading List****Compulsory Readings**

	<b>Title</b>
1	Artists re: thinking games edited by Ruth Catlow, Marc Garrett and Corrado Morgana.
2	Persuasive Games: The Expressive Power of Videogames. Ian Bogost
3	Newsgames: Journalism at Play. Ian Bogost ,Simon Ferrari, Bobby Schweizer
4	First Person: New Media as Story, Performance, and Game. Noah
5	Wardrip-Fruin,Pat Harrigan ,Michael Crumpton
6	The Art of Game Design: A book of lenses. Jesse Schell
7	Critical Play: Radical Game Design. Mary Flanagan

**Additional Readings**

	<b>Title</b>
1	Kill Screen Magazine
2	<a href="http://www.gamestudies.org">http://www.gamestudies.org</a>