



Faculty of Arts
& Social Sciences

School of the Arts and Media

MDIA 5027

Promotional Games

Session 1, 2014

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Staff Contact Details

Position	Name	Email	Availability: Times and Location	Phone
Course Convener	Tom Apperley	t.apperley@unsw.edu.au	11am-12pm Friday Weeks 1-7 & 9-13 231Q Robert Webster Building	93858534

School of the Arts and Media Contact Information

Room 312, Level 3 Robert Webster Building
Tel: 9385 4856
Email: sam@unsw.edu.au

When contacting staff or the School you must use your UNSW email address.

You should also regularly check your mail to this address for important communications regarding the course; the School will only use your UNSW email address for these communications.

Attendance Requirements

To pass this course you are required to attend all of the workshops. Attendance will be taken in workshops. If you do not meet this attendance requirement for any reason, you may fail the course. If you miss more than half an hour of the 3 hour workshop you will be deemed not to have attended. If you experience a prolonged illness or misadventure that prevents you from meeting the attendance requirement you should contact the course convenor immediately. You may be advised to withdraw from the course.

Essential Information for SAM Students

A webpage that provides essential information about university policy and guidelines for all SAM students can be accessed at:

<https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>.

In this document, you will find important information on the following:

- Essay Writing Support Services
- Policies Regarding Late Work
- Procedure for Applying for Extensions
- Procedure for Applying for Special Consideration
- Procedures for Submitting Assessments
- Policy on Academic Honesty and Plagiarism

Course Details

Credit Points: 6

Summary of the course

Digital games and virtual worlds are a key part of convergent media and promotional culture. Market research suggests that the video game industry revenue exceeds \$2 billion in Australia and that two thirds of Australians play video games (IEAA, 2009). Recent work in the area of games studies has focused on the expressive power of videogames and virtual worlds in relation to promotional communication (Bogost, 2012). Contemporary public relations and advertising programs incorporate games because they offer a networked form of interactivity (Apperley, 2010) and persuasive and sense making possibilities that have the potential to create political, socio-cultural and environmental change and impact on our lives. This course is designed to ensure that students will develop video game literacy, an understanding of the norms and procedural rhetorics (Bogost, 2007) of video games, an appreciation of the engagement affordances, and learn conceptual frameworks that relate to the interactive, narrative, conversational and ludic modalities of games. The work of McGonigal (2011) suggests that games inspire positive social change - this course will contribute to the social innovation agenda of the Master of Public Relations and Advertising by examining how digital games may be leveraged to address social and environmental issues.

Aims of the Course

1. To enhance students' knowledge of digital games and digital literacy, appreciation of digital game and virtual world norms, and understanding of the procedural rhetorics embedded within digital games
2. To examine and discuss the interactive, persuasive and promotional affordances of digital games
3. To develop students' understanding of the possible roles of digital games in political, socio-cultural and consumer decision making
4. To develop students' understanding of digital game consumption as a cultural and symbolic practice and advance their ability to critique the ideological and ethical dimensions of digital game culture

Student learning outcomes

At the conclusion of the course the student will be able to:

1. Draw upon game study theory to discuss and critique the symbolic and cultural role of videogames in contemporary society and critique the ideological and ethical dimensions of game culture
2. Apply their understanding of the interactive, persuasive and promotional affordances of videogames to promotional campaigns
3. Develop approaches for enhancing community engagement and inspiring positive social change
4. Identify an appropriate promotional game-based campaign, synthesize and analyse texts relating to the campaign, and write up their analysis as a case study

Graduate Attributes

The students are encouraged to develop the following Graduate Attributes by undertaking the selected activities and knowledge content. These attributes will be assessed within the prescribed assessment tasks.

1. Advanced disciplinary knowledge: Graduates will have advanced knowledge of the persuasive, promotional, creative and participative communication dimensions of public relations and advertising.

2. Research based learning: Graduates will have developed a sound understanding of scholarly research practices for engaging in independent and reflective learning in academic and public relations and advertising industry contexts.
3. Cognitive skills and critical thinking: Graduates will have developed high quality critical thinking and problem solving skills for public relations and advertising.
4. Communication and adaptive skills: Graduates will be able to communicate complex ideas to a range of audience, using written, oral and mediated communication, undertake both independent and collaborative enquiry, apply technical skills, and be creative, strategic learners and practitioners.

Rationale for the inclusion of content and teaching approach

This course is included in order to enable students to develop understanding of digital games, game cultures, and related innovations emerging from the digital game industry that will enhance their practice as a communicator in the field of public relations and advertising. The course has been designed to enhance the implementation of public relation campaigns by using or including elements of play, interactive media, serious or persuasive games, newsgaming, advergaming and gamification, among others. The course content is selected based on its criticality for theorizing the persuasive elements of games and game design, and for illustrating new social and technological advances in the practices, cultures and industry of digital games.

Teaching Strategies

This course will be taught in a blended learning style, on weeks 2-7 and 9-13 a video lecture will be posted to moodle along with 2-3 hours of guided active learning activities to be conducted using the information from the lecture. The lecturer will be released by midday Monday weeks 2-7 and 9-13 of semester. You must listen to the lecture every week and do the associated activities and readings.

There will be four workshops (on the afternoons of Friday 21 March, 11 April, May 9, June 6, from 1-4pm in Robert Webster). These workshops are designed around group active learning activities focused on testing for the learning that has been done in through the online lecture and guided learning activities. Half of the workshop time will be focused on assessment activities. Attendance of all four workshops is compulsory.

On Fridays without workshops I will lead an optional online discussion focused on the lecture and activities for that week.

Assessment

In order to pass this course, you must make a serious attempt at ALL assessment tasks.

Assessment	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Promotional game case study	1500 words	30%	1,2,3,4,	1,2,4,	7 th April
Critical essay	1500 words	35%	1,	1,2,3,4,	5 th May
Promotional gaming/Serious game concept	Creative project (includes 300 word rationale)	35%	2,3,	2,3,	4 th June

Promotional campaign case study (30%)

Summary of task: Students will choose an example of a digital game that was designed to advertise and product or service, enhance community engagement, or inspire positive social change and write a case study of the game and/or the promotional campaign the game was a part of.

Word count: 1500 words

Due date: 11:55pm Monday 7th April

The promotional game case study assesses your ability to:

- Draw upon game studies to discuss and critique the symbolic and cultural role of digital games in contemporary society and critique the ideological and ethical dimensions of digital game culture
- Apply your understanding of the interactive, persuasive and promotional affordances of digital games to promotional campaigns
- Develop approaches for enhancing community engagement and inspiring positive social change
- Identify an appropriate promotional game-based campaign, synthesize and analyse texts relating to the campaign, and conduct a case study analysis

The criteria for assessment for this assignment task are:

- Ability to justify this claim with both primary evidence from the digital game or other case study materials and secondary evidence from the game studies literature.
- Ability to articulate a clear and contestable claim about the digital game or digital game based promotion that draws upon game studies and studies of digital game culture
- Ability to write grammatically, coherently and articulately
- Ability to follow the case study structure

The full details of this assessment can be found on moodle.

Critical essay (35%)

Summary of task: Within this assignment students will draw upon game studies to offer a critique of the symbolic, cultural and ethical implications that relate to persuasion in digital games.

Assignment word count: 1500 words

Assignment due date: 11:55pm Monday 5th May

The critical essay assesses your ability to

- Draw upon game studies to discuss and critique the symbolic and cultural role of digital games in contemporary society and critique the ideological and ethical dimensions of digital game culture

The criteria for assessment are:

- Ability to develop theoretical arguments about the use of digital games in advertising and/or public relations
- Ability to justify this argument with both primary (from games) and secondary (from literature) evidence
- Ability to write grammatically, coherently and articulately
- Ability to construct an essay that presents an argument as follows: a clear introduction with thesis statement, followed by paragraphs focused on specific issues that develop the argument, and a conclusion summing up the argument
- Ability to use appropriate formats including correct referencing to present your work

The full details of this assessment will be released on moodle Monday 24th March.

Promotional gaming/Serious game concept (35%)

Summary of task: Students will be required to develop creative brief for a campaign that is developed around a digital game, game culture of gamification concept. They will be expected to provide a rationale for it that demonstrates the project's concept is supported by research in game studies.

Assignment word count: creative piece only essential writing is the inclusion of a 300 word rationale for the project.

Assignment due date: 11:55pm Wednesday 4th June

Promotional gaming/Serious game concept assesses your ability to

- Apply your understanding of the interactive, persuasive and promotional affordances of digital games to promotional campaigns
- Develop approaches for enhancing community engagement and inspiring positive social change

The criteria for assessment are:

- Ability to demonstrate a clear and contestable project using elements from digital games or digital game culture for promotional purposes
- Ability to provide a rationale for this claim using secondary research
- Ability to think creatively and critically about promotional projects

Full details of this assessment will be released on moodle Monday 7th April

Submission of Assessment Tasks

Students must submit a copy of their work through Turnitin by 11:55pm on the due date. A School Assignment Coversheet must be attached, with your details clearly marked. Late work will attract penalties.

All written assignments are to be submitted to Turnitin on the course Moodle site.

You must submit written work in 12-point font, double spaced and paginated. Do keep an electronic and hard copy yourself.

If you have any problems submitting via Turnitin, send your Convener a word.doc version of your assignment immediately, together with an explanation of the problem you are encountering. You should then follow the protocol outlined at the following site:

<http://teaching.unsw.edu.au/moodle-students-help>

Advice about whom to contact is given when you log in to Moodle. Such advice includes the following:

If you have trouble logging in, or you cannot see your course once you login, please contact the IT Service Centre for assistance.

For enrolment and login issues contact:

IT Service Centre Email: itservicecentre@unsw.edu.au

Internal: x51333

External: (02) 9385-1333

International: +61 2 9385 1333

If you have difficulty using the Moodle environment or tools, please contact External TELT support. Moodle Mobile is now supported on this version of Moodle.

External TELT Support

Email: externalteltsupport@unsw.edu.au

Internal: 53331

External: (02) 9385 3331

International: +61 2 9385 3331

Please do not send your Course Conveners a copy of your assignment unless you are unable to submit via Turnitin. Once you have submitted you will receive a receipt to confirm that you have successfully submitted. Keep this receipt as proof of the date and time that you lodged your assignment. If you do not receive such notification, you must ask your Convener, by email, to check whether your upload was successful.

Late Submission

If your assignment is submitted after the due date, a penalty of 3% per day (including Saturday, Sunday and public holidays) will be imposed for up to 2 weeks. For example, if you are given a mark of 72 out of 100 for an essay, and your essay were handed in two days late, it would attract a penalty of 6% and the mark would be reduced to 66%. If the same essay were handed in seven days late (i.e. a penalty of 21%) it would receive a mark of 51%. If your assignment is not submitted within 2 weeks of its due date, it will receive 0 marks. Late work will not receive detailed feedback.

Extension Procedure

In the case of illness or misadventure you may apply to the Course Convenor for an extension of the due date. Work or family commitments, religious holidays or work due in other courses are not acceptable reasons for extension or Special Consideration requests. Evidence of significant progress in an assessment task must be demonstrated if asking for an extension due to emergency or illness close to the submission date. Extensions must be applied for to the course convenor in advance of the due date and will generally only be granted for a period of 2-3 days or up to 5 days in more serious cases.

Special Consideration

In the case of more serious or ongoing illness or misadventure, you will need to apply for Special Consideration. For information on Special Consideration please go to this URL: <https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

Students who are prevented from attending a substantial amount of the course may be advised to apply to withdraw without penalty. This will only be approved in the most extreme and properly documented cases.

Academic honesty and plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- **Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.
- **Inappropriate paraphrasing:** changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also

applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

• **Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

• **Duplication:** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Details of what plagiarism is can be found on the Learning Centre's Website [Plagiarism & Academic Integrity website](http://www.lc.unsw.edu.au/plagiarism) (<http://www.lc.unsw.edu.au/plagiarism>), in the myUNSW student A-Z: Guide <https://my.unsw.edu.au/student/atoz/Plagiarism.html> and in Appendix A of the [Student Misconduct Procedure \(pdf- https://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf\)](https://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf).

The Learning Centre also provides substantial education written materials, workshops, and tutorials to aid students, for example:

- Correct referencing practices;
- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre. Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW makes use of the similarity detection tool Turnitin. For this course you are required to submit an electronic version of your written assignments so they may be reviewed using this procedure.

Course Schedule

Topic	Lecture Release Date	Location	Lecture Content	Workshop Content	Suggested Reading/Activities
1. Introduction	24 th February	Moodle		N/A	See Moodle for lecture related activities.
2. Serious games	10 th March	Moodle	The history and use of serious games	N/A	See Moodle for lecture related activities.
3. Games and	17 th	Moodle	Mapping the	Workshop	See Moodle for

learning	March		connections between play games and learning	1 (21 st March): Discussion topics 1-3; Assignment One	lecture related activities.
4. Gamification	24 th March	Moodle	Introducing a theory of gamification	N/A	See Moodle for lecture related activities.
5. Alternate Reality Games	31 st March	Moodle	Case study of A.R.G.s	N/A	See Moodle for lecture related activities.
6. Videogame Marketing	7 th April	Moodle	Looking at how the game industry has marketed games	Workshop 2 (11 th April): Discussion topics 4-6; Assignment Two	See Moodle for lecture related activities.
7. New platforms, new audiences	14 th April	Moodle	Changing contexts of gaming; case study of Apple store	N/A	See Moodle for lecture related activities.
Easter Break					
8. No lecture	N/A				
9. Videogame Aesthetics	5 th May	Moodle	How videogame aesthetics are used in popular culture	Workshop 3 (9 th May): Discussion: Topics 7-8; Assignment 3	See Moodle for lecture related activities.
10. Videogame Cultures	12 th May	Moodle	Connection between videogame culture and promotion/advertising	N/A	See Moodle for lecture related activities.
11. Online Gaming	19 th May	Moodle	How MMOs mobilize community governance	N/A	See Moodle for lecture related activities.
12. Digital items and virtual currencies	26 th May	Moodle	Emerging strategies for engagement.	N/A	See Moodle for lecture related activities.
13. The future of digital games	2 nd June	Moodle	Future directions	Workshop 4 (6 th June): Discussion Topics 9-11	See Moodle for lecture related activities.

Expected Resources for Students

Apperley, T. (2010). *Gaming rhythms: Play and counterplay, from the situated to the global*. Institute of Network Cultures: Amsterdam.

- Available from http://www.networkcultures.org/_uploads/TOD%236%20total%20def.pdf

Bogost, I. (2007). *Persuasive games: The expressive power of videogames*. Cambridge: MIT Press.

- Available from UNSW Library High Use Collection

Bogost, I. (2012). *How to do things with videogames*. University of Minnesota Press: Minneapolis.

- Available from UNSW Library as epub

McGonigal, J. (2011). *Reality is broken: Why games make us better and how they can change the world*. Penguin: New York.

- Available from UNSW Library High Use Collection

Compulsory Readings for each week are listed in Moodle.

Course evaluation and development

This is the first time the course has run. Students will be encouraged to fill out online CATEI forms at the end of the course so that improvements may be made.

Other Information

- Information on relevant Occupational Health and Safety policies and expectations as outlined at: <http://www.ohs.unsw.edu.au/>
- Student equity and diversity issues via Student Equity Officers (Disability) in the Student Equity and Diversity Unit (9385 4734).
- Further information for students with disabilities is available at <http://www.studentequity.unsw.edu.au>