



# **ACADEMIC PROGRAM**

## **PROJECTS III**

### **B.F.A. IN INTERACTIVE PRODUCT DESIGN**

***MODALITY: ON CAMPUS***

***ACADEMIC YEAR: 2023-2024***

<b>Name of the course:</b>	<b>Projects III</b>
Degree :	Interactive Product Design
Location:	Centro Universitario de Tecnología y Arte Digital
Modulo:	Projects
Area:	Projects
Year:	2º
Teaching period:	1º
Type:	OB
ECTS credits:	3
Teaching modality:	On campus
Language:	English
Lecturer / Email	Adrian Rodriguez/adrian.rodriguez@u-tad.com
Web page:	<a href="http://www.u-tad.com/">http://www.u-tad.com/</a>

## SUBJECT DESCRIPTION

### Area description

This subject belongs to the Projects module and, within this, to the Projects area.

The area "Projects" enables students to consolidate and reinforce the knowledge and skills acquired in the other subjects, develop teamwork skills and acquire professional work dynamics. It also integrates an interdisciplinary approach, which is considered absolutely necessary to complete their professional profile.

### Subject description

This subject has links with the other subjects of the degree, and more specifically with those taught in the first four-month period of the second year, since one of the objectives of this degree is the development of interactive projects with special attention to video games. Knowing the principles of narrative and its implementation in a game is another of the bases on which project development is based.

The subject "Projects" enables students to consolidate and reinforce the knowledge and skills acquired in the rest of the subjects, develop teamwork skills and acquire professional work dynamics. It also integrates an interdisciplinary approach which is considered absolutely necessary to complete their professional profile.

Specifically, Projects III allows students to begin to understand and integrate narrative elements and character development in a video game or interactive application.

## COMPETENCIES AND LEARNING OUTCOMES

### Competencies

#### BASIC AND GENERAL

GC1 - Lifelong learning through self-study and continuous training.

GC2 - Knowing how to adapt to change and new situations with flexibility and versatility.

GC4 - Exercise leadership and negotiation skills.

GC5 - Demonstrate initiative and entrepreneurial spirit.

GC6 - Demonstrate motivation for quality.

GC7 - Show interest and sensitivity in environmental and social issues, as well as the ability to analyse the social dimension of the activity and corporate social responsibility.

GC8 - Demonstrate the ability to work in a team.

GC9 - Be able to manage time effectively.

GC10 - Have the ability to work in an international context, as well as in diverse and multicultural environments.

GC11 - Manage basic skills for interpersonal relations.

GC12 - Express a critical and self-critical sense and the ability to analyse in order to evaluate different alternatives.

GC13 - Value the ethical sense of work.

GC14 - Know how to work in a team in multidisciplinary environments.

GC15 - Organisational and planning skills

GC16 - Express oneself correctly in oral and written form.

GC17 - Demonstrate the ability to analyse, synthesise and gather information from different sources.

GC18 - Manage information appropriately.

GC19 - Know how to make decisions and solve problems in the professional field.

CB1 - That students have demonstrated possession and understanding of knowledge in an area of study that builds on the foundation of general secondary education, and is usually at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.

CB2 - Students are able to apply their knowledge to their work or vocation in a professional manner and possess the competences usually demonstrated through the development and defence of arguments and problem solving within their field of study.

CB3 - Students have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgements that include reflection on relevant social, scientific or ethical issues.

CB4 - Students are able to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

CB5 - That students have developed those learning skills necessary to undertake further study with a high degree of autonomy.

#### TRANSVERSALS

CT1 - To deploy their knowledge, activities and values in cultural, sporting and social spheres.

CT2 - Show interest in acts of cooperation and civic solidarity.

#### SPECIFIC

SC4 - Analyze the needs and moral and ethical implications associated with the development and design that arise for the creators of interactive products.

SC7 - Knowing the practical fundamentals of the use and programming of computers and interactive product development tools.

SC8 - Evaluate the ethical, technical and creative implications of technology in the design of interactive products.

SC11 - Apply creativity in the digital content environment.

SC18 - Apply theoretical and practical knowledge of product design for content development.

SC22 - Understand and communicate clearly and effectively the guidelines for the development of a project.

SC23 - Understand the relevant aspects of the digital society in the context of sociology, philosophy, psychology, ethics, moral values and knowledge-related aspects that affect the creation, publication and distribution of a project.

#### Learning outcomes

Identify needs and situations that require the intervention of the professional

Develop cooperation skills with other professionals

To become aware of the ethical component and deontological principles of the exercise of the profession

To be aware of the fundamental rights and equality between men and women in the field of work.

Appropriately use theories, procedures and tools in their professional development

#### CONTENTS

- Design of a narrative context and game atmosphere.
- Definition of characters and environments/spaces in which the game takes place
- Definition of the game interaction model
- Implementation of basic motion mechanics and dialogue trees

- Implementation of narration and dialogues
- Scripting of interaction points

## SUBJECT SYLLABUS

Topic 1. Designing a narrative context and game setting.

Topic 2. Definition of characters and environments/spaces in which the game takes place.

Topic 3. Definition of the game interaction model

Topic 4. Implementation of basic movement mechanics

Topic 5. Scripting of interaction points

## TRAINING ACTIVITIES AND TEACHING METHODOLOGIES

### TRAINING ACTIVITIES

LEARNING ACTIVITIES	Total hours	Hours of presence
<i>Theoretical classes</i>	3,00	3,00
<i>Seminars and workshops</i>	3,00	3,00
<i>Practical classes</i>	3,00	3,00
<i>Tutorials</i>	3,00	3,00
<i>Evaluation Activities</i>	3,00	3,00
<i>Group work and study</i>	30,00	18,00
<i>Autonomous and individual study and work</i>	30,00	0,00
<b>TOTAL</b>	<b>75</b>	<b>33</b>

### Teaching methodologies

Expository method/Master lecture

Case studies

Exercise and problem solving

Problem-based learning

Project-oriented learning

Cooperative learning

## TEMPORAL DEVELOPMENT

Topic 1. Designing a narrative context and game setting: 2 weeks

Topic 2. Definition of characters and environments/spaces in which the game takes place: 3 weeks

Topic 3. Definition of the game interaction model: 2 weeks

Topic 4. Implementation of basic movement mechanics: 4 weeks

Topic 5. Scripting of interaction points : 4 weeks

## EVALUATION SYSTEM

ASSESSMENT SYSTEM	MINIMUM SCORE RESPECT TO THE FINAL ASSESSMENT (%)	MAXIMUM SCORE RESPECT TO THE FINAL ASSESSMENT (%)
<i>Assessment of participation in class, exercises or projects of the course</i>	20	40
<i>Assessment of assignments, projects, reports, memos</i>	60	80
<i>Objective test</i>	0	0

## GRADING CRITERIA

ASSESSMENT SYSTEM	ORDINARY EVALUATION	EXTRAORDINARY EVALUATION
<i>Assessment of participation in class, exercises or projects of the course</i>	20	20
<i>Assessment of assignments, projects, reports, memos</i>	80	80
<i>Objective test</i>	0	0

**General comments on the evaluations/assessments**

- Attendance of 80% or higher is an absolute requirement for assessment.
- Percentages of the work:
  - o Partial submission - 25%.
  - o Final submission - 55%.
- Handing in an internship late will result in a reduction of the mark.
- It is compulsory to complete all the practicals with all their submissions.
- It is necessary to get at least a 1 at least a 5 in each of the practicals to pass the course.
- The COMPLETE course will be failed if a student or group is found to have copied another student or group (both will be failed).
- Any detection of plagiarism, copying or use of bad practices (such as the use of AIs) in a paper or exam will imply the failure of this work with a zero, the report to the faculty and academic coordinator and the application of the current regulations, which can lead to very serious penalties for the student.
- The use of Smartwatches or cell phones is not allowed during exams. Such devices will have to be put away and out of the student's sight during the exam. The use of cell phones is not allowed during classes
- The evaluation percentages of Ordinary will be maintained in the Extraordinary Examination

## **LIST OF REFERENCES (BOOKS, PUBLICATIONS, WEBSITES):**

Key references

SMITH, Matt (2018). Unity 2018 Cookbook.

SUMPTER, Jodessiah (2015) Make a 2D Arcade Game in a weekend with Unity

Recommended references

Donovan, Tristan (2010). Replay: The History of Video Games. YellowAnt Media.

## **REQUIRED MATERIALS, SOFTWARE AND TOOLS**

### **Type of classroom**

Projection equipment and whiteboard

### **Materials:**

Laptop computer

**Software:**

Unity