

GRIFFITH UNIVERSITY – GOLD COAST

SCHOOL OF ARTS

2803ART CREATING INTERACTIVITY

COURSE OUTLINE

1.0 COURSE IDENTIFICATION

Year:	2002	Semester(s):	2
Access Type:	Restricted		
Attendance Type:	Day or Night		
Course Level:	2nd Year		
Program(s)/Status:	Bachelor of Arts CyberStudies Major (elective) Bachelor of Communication CyberStudies Major (elective) Bachelor of Creative Arts Elective		
Credit Value:	10CP		
Prerequisites:	1801ART CyberStudies, or 1501ART New Communication Technologies, or 1802ART Writing for the Web, or BMM equivalent		
Convenor:	Komninos Zervos Tel: (07) 55528872, Room: 3.25, G23 E-mail: k.zervos@mailbox.gu.edu.au		
Teaching Team:	Sally Breen, sally.breen@mailbox.gu.edu.au Roy Hornsby, active@bigpond.net.au		

2.0 OBJECTIVES

- 2.1 This course aims to develop students' skills in researching, planning and scripting interactive composition skills for new media. It will explore the nature of interactivity in the social and digital environments as well as in its many cultural forms.
- 2.2 Upon successful completion of this course students will be able to develop innovative, meaningful interactive product. They will have an understanding of its social functions as well as the variety of interactive devices and narrative strategies available to the writer.

3.0 BRIEF DESCRIPTION

This course focuses on developing sophisticated concept, visualizing and writing skills in the creation of interactivity for new media, with a concentration on developing hypertexts and hypermedia narratives. The course will explore techniques for the creation of circular, parallel and branched narratives in web and multimedia environments. It combines research on user involvement, problem solving techniques, play-testing and gaming devices with current theories about interactivity. Practical production exercises, functional testing and audience trialing will form the basis of assessment.

4.0 CONTENT

- 4.1 Concepts and issues involved in creating interactivity with examples of recent programs.
- 4.2 Topics are structured around the following areas of investigation:
 - traditional play forms and their social functions
 - the role of end-user as author
 - images, animations and sound as elements of interactive storytelling
 - human-computer interactions – theories and models
 - techniques for visualising, planning and scripting interactivity
 - game devices, response and reward structures
 - working with programmers in planning interactivity
 - narrative styles and strategies

5.0 ORGANISATION AND TEACHING METHODS

Three hours a week or equivalent with a one hour lecture and a two hour tutorial/workshop. Lectures and tutorials are compulsory.

6.0 ASSESSMENT

6.1 Assessment Methods

Item No.	Type	%	Length	Due
1	Two text-based practical tasks in writing circular and parallel interactive narratives.	60	1,000 words each, equiv.	Week 8
2	Major interactive piece for website or cd-rom	40	3,000 words, narrative script or product	Week 14

Notes on Assessment:

- 6.1.1 The Practical Tasks involve research into narratives in cyberspace and constructing text-based and multimedia hypertext narratives with html programming.
- 6.1.2 The Major work must propose or make an ergodic cybertext in which the end-user has to make decisions about pathways taken through the hypermedia work.

6.2 Assessment Rationale

- 6.2.1 The Practical tutorial tasks in writing hyperlinked narratives will establish the student's ability to conceive, present and test out an original interactive concept. It will also require the student to articulate their concepts within a cultural and theoretical framework, particularly with regard to audience involvement and narrative strategies.
- 6.2.2 The Major Work will determine the student's ability to creatively address the issues of audience, narrative and interactivity that derive from the process of composing for the new media.

6.3 Assessment Items

Detailed Briefs for the assessment items will be presented in class.

6.4 Assessment Marks

- 6.4.1 Each assessment item will be given a mark. This mark will either be on the returned assessment item or displayed on the School of Arts noticeboards.
- 6.4.2 Students should not add up the marks awarded for each assessment to estimate their final grade. University policy is to use a criterion-based assessment system when staff are grading work submitted for assessment. Staff will discuss with students the criteria which will be used to determine grades.

6.5 Important Assessment Guidelines

Assessment Deadlines Unless prior arrangements are made for an extension or documentary evidence accompanies work late without extension, all work is to be presented by the due deadline dates in accordance with guidelines provided for the assessment item. (You should feel comfortable about discussing any difficulties with your lecturers/tutors).

If an assessment item is submitted after the due date, without an approved extension, it will be subject to a penalty which will normally be a reduction of the maximum mark by 10% for each day or part day that the assessment item is overdue. In this regard, weekends count as one day. Assessment items submitted more than 5 days late are awarded zero marks.

The course convenor may vary these provisions provided that any penalties to be imposed for late submission are approved by the relevant School Committee in the context of approval of the course outline and conveyed to the student on the course outline.

Applications for deferred assessment may be made by students if they were prevented from performing a particular assessment item (examination, test, seminar presentation or other assessment) on the grounds of illness, accident, temporary disability, bereavement or other compassionate circumstances. Please see Student Administration or your course convenor for advice.

References and Bibliography: All assessable work, including oral seminar presentations, must be fully and correctly referenced throughout and accompanied by a bibliography. Consult your lecturers if unsure about appropriate citation and bibliographic conventions for oral and written work in the arts and humanities.

Plagiarism: Students must conduct their studies at the University honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct which is contrary to these standards is academic misconduct, for which the University may penalise a student. In particular you must avoid plagiarism.

Plagiarism is knowingly presenting work or property of another person as if it were one's own. The best way to avoid allegations of plagiarism is to ensure that all the ideas you take from other people are properly referenced.

For further information, and an indication of the range of severe penalties that plagiarism can attract, all students are advised to refer to the Griffith University Policy on Academic Misconduct. Website: http://www.gu.edu.au/ua/aa/ppm/tal/content/Ac_misc.html

Non-discriminatory language: Please consult the University guidelines on the use of non-discriminatory language in the pamphlet provided with your orientation materials and available from Student Administration. It is School policy that students avoid the use of sexist, racist and other discriminatory language in class work and assessment items. However, in certain circumstances where the appropriate use of such language is shown to be necessary it may be permitted.

Submission of assignments: All students will normally lodge their written assignments in the assignment submission boxes located in the School foyer. All assignments will be due by 5.00 p.m. on the designated date, unless an alternative time has been stipulated by the course convenor. Assignments should not be deposited or returned via School administrative staff. Assignments not collected in class will normally be placed in the assignment return boxes in the School foyer. Uncollected assignments are retained by the School for a period of one semester after which time any uncollected work will be destroyed.

7.0 TEXTS AND SUPPORTING MATERIALS

7.1 Specified Texts

No prescribed text. Required and suggested reading will be supplied by the Lecturer or held on Reserve in the Library.

7.2 References

Ackerman, D. (1990) *A Natural History of the Senses*. London: Phoenix.

Australian Film Commission (1997) *The Language of Interactivity*. Available on the AFC web site: www.afc.gov.au

Bettelheim, B. (1976) *The Uses of Enchantment*. London: Penguin Books.

Burgin, V. ed., (1986) *Formations of Fantasy*. London: Routledge.

Campbell, J. (1968) *Creative Mythology*. New York: Penguin Books.

Dancyger, K. & Rush, J. (1995) *Alternative Scriptwriting: Writing Beyond the Rules*. Boston: Focal Press.

Eco, U. ed. (1988) *Meaning and Mental Representations*. Bloomington: Indiana University Press.

Farmer, Doyne *et al* eds., (1986) *Evolution, games and learning*. Amsterdam: reprinted from *Physica D* 22D.

Jones, R. (1998) *SomaZone – script documents*. Unpublished.

Mitchell, J.ed., (1986) *The Selected Melanie Klein*. London: Penguin Books.

Reid, M. ed., (1994) *Boundaries: Writing and Drawing*. New Haven: Yale University Press.

Sarre, J-P (1948) *The Psychology of Imagination*. London: Methuen.

Wimberley, D. & Samsel, J. (1995) *The Interactive Writer's Handbook*. LA: The Carronade Group.

Winnicott, D. (1971) *Playing and Reality*. London: Tavistock.

7.3 Support Materials Required

Students will be expected to view a range of multimedia programs and to undertake research via the Internet.

SKILLS RESOURCE DIRECTORY

It is intended that Griffith graduates will become known for their expertise and ability to apply their multi-disciplinary knowledge and skills in innovative ways to novel problems. They will be enterprising, show initiative and possess particular characteristics developed to high levels.

A Griffith Graduate will have a well-developed capacity for independent lifelong learning, leadership and decision making combined with high ethical standards and a willingness to assume responsibility.

To assist with the development of these attributes, a directory of resources has been developed. This will assist students in acquiring the skills needed to be successful at University, in employment, and to be responsible, active community members. For further information:

http://www.gu.edu.au/ins/griffith_graduate/resources/