I.   CATALOG INFORMATION

   A.   Discipline: GAME DESIGN

   B.   Subject Code and Number: GAME M210

   C.   Course Title: Game Design Studio

   D.   Credit Course units:

   Units: 3

   Lecture Hours per week: 2

   Lab Hours per week : 3

   Variable Units : No

   E.   Student Learning Hours:

   Lecture Hours:

   Classroom hours: 35 - 35

   Laboratory/Activity Hours:

   Laboratory/Activity Hours 52.5 - 52.5

   Total Combined Hours in a 17.5 week term: 87.5 - 87.5

   F.   Non-Credit Course hours per week

   G.   May be taken a total of: [X] 1 [ ] 2 [ ] 3 [ ] 4 time(s) for credit

   H.   Is the course co-designated (same as) another course: No [X] Yes [ ]
   If YES, designate course Subject Code & Number:

   I.   Course Description:

   Emphasizes creating substantial, artistic game design concepts within an interdisciplinary team-driven environment. Covers advanced topics in game design, game programming, software project management, and indie game marketing channels. Includes design reviews, formal presentations, play testing, debugging, and job interview techniques. Includes the production of a comprehensive capstone project, corresponding web-based promotional presence, and a personal résumé and portfolio.

   J.   Entrance Skills

   *Prerequisite: No [ ] Yes [X] Course(s)
     GAME M101 and GAME M102 and GAME M110 and GAME M115 and
     GAME M202

   *Corequisite: No [X] Yes [ ] Course(s)

   Limitation on Enrollment: No [X] Yes [ ]

   Recommended Preparation: No [ ] Yes [X] Course(s)

MM M10 and GAME M205

Other: No ⊠ Yes ☐
_____

    K.   Other Catalog Information:

II.   COURSE OBJECTIVES

Upon successful completion of the course, a student will be able to:

		Methods of evaluation will be consistent with, but not limited by, the following types or examples.
1	design, develop, and produce a professional-level game design résumé and portfolio.	Essays Quizzes Critique using project specific rubric
2	create a substantial, playable video game.	Essays Quizzes Critique using project specific rubric
3	demonstrate the ability to conduct team and project management tasks.	Essays Quizzes Critique using project specific rubric
4	identify and practice current digital tools, workflows, creative, and professional processes.	Essays Quizzes Critique using project specific rubric
5	create a professional web-based promotional presence for the capstone project.	Essays Quizzes Critique using project specific rubric
6	present a portfolio in a current media format.	Essays Quizzes Critique using project specific rubric

III.   COURSE CONTENT

Estimated %	**Topic**	**Learning**

		Outcomes
Lecture (must total 100%)		
10.00%	Game-Oriented Promotional Website Production and Social Media Presence	1, 4, 6
50.00%	Design, Develop, and Complete a Playable Video Game: - Interdisciplinary collaboration - Team roles - Game Design Document (GDD) - Graphics - Audio - Level design - Programming - Play testing	1, 2, 3, 4, 6
10.00%	Project Management: - Task assignment - Milestones - Accountability - Leadership	2, 3, 4, 6
10.00%	Current Digital Game Design Tools and Processes: - Current tools - Deployment - Presenting projects	1, 2, 3, 4, 5
10.00%	Résumés, Portfolios, and Job Interviews: - Personal image - Researching companies - Communication skills - Different types of portfolios and résumés	4, 5, 6
10.00%	Presentation of Portfolio: - Preparing for presentations - Presenting projects in a professional environment	1, 5, 6
Lab (must total 100%)		
30.00%	Creating a professional-level playable video game	1, 2, 3, 4, 5, 6
30.00%	Hands-on use of video game production software	1, 2, 3, 4, 5, 6
20.00%	Exercises related to course content	1, 4, 5, 6
20.00%	Critiques related to projects	6

IV. TYPICAL ASSIGNMENTS
A. Writing assignments

	Writing assignments are required. Possible assignments may include, but are not limited to:
1	writing a résumé and cover letters.
2	playing games and then evaluating why the given theme, genre, and point-of-view (POV) were chosen.
3	creating a game design brief which incorporates definitions and examples from lecture and textbook.
4	writing critiques and post-mortems on games created in class.
5	writing website content and promotional copy for games.

B.   Appropriate outside assignments

Appropriate outside assignments are required. Possible assignments may include, but are not limited to:	
1	researching commercial games in regards to genres, game design techniques, flow, etc.
2	participating in optional field trips.
3	collaborating with interdisciplinary teams.
4	produce at least one project towards a portfolio during the course of the semester.

C.   Critical thinking assignments

Critical thinking assignments are required. Possible assignments may include, but are not limited to:	
1	comparing and contrasting students' work.
2	analyzing students' work in the context of game theory and industry best practices.
3	scheduling and planning for game design production.

V.   METHODS OF INSTRUCTION

Methods of instruction may include, but are not limited to:

[X]   Distance Education – When any portion of class contact hours is replaced by distance education delivery mode (Complete DE Addendum, Section XV)

[X]   Lecture/Discussion

[X]   Laboratory/Activity

[X]   Other (Specify)
         Course content, group work, one-on-one instruction, handouts and written tutorials, step-by-step project guidelines.

[X]   Optional Field Trips

[ ]   Required Field Trips

VI.   METHODS OF EVALUATION
Methods of evaluation may include, but are not limited to:

[X]	Essay Exam	[X]	Classroom Discussion	[X]	Skill Demonstration
[X]	Problem Solving Exam	[X]	Reports/Papers/ Journals	[X]	Participation
[X]	Objective Exams	[X]	Projects	[X]	Other (specify)

Detailed project guidelines and Game Design Program rubric.

VII.   REPRESENTATIVE TEXTS AND OTHER COURSE MATERIALS

Brathwaite, Brenda, and Ian Schreiber. Breaking Into the Game Industry: Advice for a

Successful Career from Those Who Have Done It. Cengage Learning PTR, 2011.

Thurlbeck, Ken. The Breakthrough Portfolio. Course Technology, 2007.

Baron, Cynthia L. Designing a Digital Portfolio. 2nd ed. New Riders, 2009.

Volk, Larry, and Danielle Currier. No Plastic Sleeves: Portfolio and Self-Promotion Guide for Photographers and Designers. 2nd ed. Focal, 2014.

Wheeler, Alina. Designing Brand Identity: An Essential Guide for the Whole Branding Team. 4th ed. Wiley, 2013.

VIII. STUDENT MATERIALS FEES

[X] No [ ] Yes

IX. PARALLEL COURSES

College	Course Number	Course Title	Units
Norco College	GAM-79E	Game Studio: Game Design Capstone	4
Golden West College	DESIGN G250	Portfolio Development, Review and Critique	3
Irvine Valley College	IMA 191	Portfolio Development - Game Level Design	2.5
Santa Monica College	ET 48	Game Development Project	4

X. MINIMUM QUALIFICATIONS

Courses in Disciplines in which Masters Degrees are not expected:
Any bachelor's degree and two years of experience in game design, or any associate degree and six years of experience in Game Design.

XI. ARTICULATION INFORMATION

A. Title V Course Classification:

1. This course is designed to be taken either:

[ ] Pass/No Pass only (no letter grade possible); or

[X] Letter grade (P/NP possible at student option)

2. Degree status:

Either [X] Associate Degree Applicable; or [ ] Non-associate Degree Applicable

B. Moorpark College General Education:

1. Do you recommend this course for inclusion on the Associate Degree General Education list?

Yes: [ ] No: [X] If YES, what section(s)?

[ ] A1 - Natural Sciences - Biological Science

[ ] A2 - Natural Sciences - Physical Science

[ ] B1 - Social and Behavioral Sciences - American History/Institutions

[ ] B2 - Social and Behavioral Sciences - Other Social Behavioral Science

[ ] C1 - Humanities - Fine or Performing Arts

[ ] C2 - Humanities - Other Humanities

[ ]

☐ D1 - Language and Rationality - English Composition

☐ D2 - Language and Rationality - Communication and Analytical Thinking

☐ E1 - Health/Physical Education

☐ E2 - PE or Dance

☐ F - Ethnic/Gender Studies

C. California State University(CSU) Articulation:

    1. Do you recommend this course for transfer credit to CSU?   Yes: ☒ No: ☐

    2. If YES do you recommend this course for inclusion on the CSU General Education list?

    Yes: ☐ No: ☒ If YES, which area(s)?

A1 ☐	A2 ☐	A3 ☐	B1 ☐	B2 ☐	B3 ☐	B4 ☐
C1 ☐	C2 ☐	D1 ☐	D2 ☐	D3 ☐	D4 ☐	D5 ☐
D6 ☐	D7 ☐	D8 ☐	D9 ☐	D10 ☐	E ☐	

D. University of California (UC) Articulation:

    1. Do you recommend this course for transfer to the UC?   Yes: ☐ No: ☒

    2. If YES do you recommend this course for the Intersegmental General Education Transfer Curriculum (IGETC)?   Yes: ☐ No: ☒

IGETC Area 1: English Communication

    ☐ English Composition

    ☐ Critical Thinking-English Composition

    ☐ Oral Communication

IGETC Area 2: Mathematical Concepts and Quantitative Reasoning

    ☐ Mathematical Concepts

IGETC Area 3: Arts and Humanities

    ☐ Arts

    ☐ Humanities

IGETC Area 4: Social and Behavioral Sciences

    ☐ Anthropology and Archaeology

    ☐ Economics

    ☐ Ethnic Studies

    ☐ Gender Studies

    ☐ Geography

    ☐ History

☐ Interdisciplinary, Social & Behavioral Sciences

☐ Political Science, Government & Legal Institutions

☐ Psychology

☐ Sociology & Criminology

IGETC Area 5: Physical and Biological Sciences (mark all that apply)

☐ Physical Science Lab or Physical Science Lab only (none-sequence)

☐ Physical Science Lecture only (non-sequence)

☐ Biological Science

☐ Physical Science Courses

☐ Physical Science Lab or Biological Science Lab Only (non-sequence)

☐ Biological Science Courses

☐ Biological Science Lab course

☐ First Science course in a Special sequence

☐ Second Science course in a Special Sequence

☐ Laboratory Activity

☐ Physical Sciences

IGETC Area 6: Language other than English

☐ Languages other than English (UC Requirement Only)

☐ U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)

☐ U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)

XII.   REVIEW OF LIBRARY RESOURCES

A.   What planned assignment(s) will require library resources and use?

The following assignments require library resources:
 Research, using the Library's print and online resources, on such topics as current video games industry trends, techniques, and best practices.

B.   Are the currently held library resources sufficient to support the course assignment?

YES: ☒ NO: ☐

If NO, please list additional library resources needed to support this course.

XIII.   PREREQUISITE AND/OR COREQUISITE JUSTIFICATION

GAME M210: Not Applicable

XIV.   WORKPLACE PREPARATION

Required for career technical courses only. A career technical course/program is one with the primary goal to prepare students for employment immediately upon course/program completion, and/or upgrading employment skills.

Detail how the course meets the Secretary of Labors Commission on the Achievement of Necessary Skills (SCANS) areas. (For a description of the competencies and skills with a listing of what students should be able to do, go to: http://www.ncrel.org/sdrs/areas/issues/methods/assment/as7scans.htm)

The course will address the SCANS competency areas:

1. Resources: the students will learn to set goals and time manage those goals to completion, learn what is required in game design so that they can plan to allocate resources.

2. Interpersonal: the students will instruct each other about those areas in which they are proficient and assess each other's skills in order to collaborate.

3. Information: the students will organize, interpret and communicate information acquired about game design technologies.

4. Systems: the students will understand the systems and monitor and correct performance.

5. Technology: the students will choose visual technologies and perform proper procedures in the game design process.

The course also addresses the SCANS skills and personal qualities:

1. Basic Skills: the students will read and write documents, read textbooks, and listen and speak clearly.

2. Thinking Skills: the students will generate creative ideas, make decisions, and reason through and solve problems.

3. Personal Qualities: the students will be responsible, sociable, self-disciplined, honest, and maintain integrity.

XV. DISTANCE LEARNING COURSE OUTLINE ADDENDUM

1. Mode of Delivery

   [X] Online (course will be delivered 100% online)

   [X] Online with onsite examinations (100% of the instruction will occur online, but examinations and an orientation will be scheduled onsite)

   [X] Online/Hybrid (a percentage of instruction will be held online and the remaining percentage of instruction will be held onsite)
   [ ] Lab activities will be conducted onsite

   [ ] Televideo (Examinations and an orientation will be held onsite)

   [ ] Teleconference

   [ ] Other

2. Need/Justification

   Improve general student access.

3. Describe how instructors teaching this course will ensure regular, effective contact with and among students.

The instructor will communicate with students through the course management system, using both synchronous tools (such as chat) and asynchronous tools (such as email and discussions).

Email is a tool primarily used for course-wide updates and individual student contact. Students and the instructor can privately contact each other with questions, concerns, etc. Discussion Forums will be used to disseminate course-wide information and facilitate ongoing collaborative course work. Students may also use the Discussion Forums to solicit help from the instructor and other students. Discussions may also be graded encouraging students to participate in the class. The Calendar and Announcement tools will be used to keep students informed of important events, deadlines, etc. Additional collaborative learning involves using software that allows students and the instructor to collaborate in real-time. These sessions may also be recorded and archived so that students who were not able to participate can also benefit from them. The instructor may talk with individual students or with student groups. Students may also collaborate with each other without the instructor.

4.   Describe how instructors teaching this course will involve students in active learning.

All course materials will be available online. Students will be able to download files and view them offline. Instructor may also provide course content within the course management system as well as provide links to supplemental publications, articles, and websites.

Quizzes may be issued (using a course-specific timeline) in which students will be tested on their knowledge of the material. Assignments may include exercises through which students explore course concepts using a textbook and/or additional research. Students can submit their assignments online and get feedback from the instructor and/or other students as determined per assignment. This can be an iterative process in that students can receive feedback and then be able to improve their submittal if necessary. Email is a tool primarily used for course-wide updates and individual student contact. Students and the instructor can privately contact each other with questions, concerns, etc. Discussion Forums will be used to disseminate course-wide information and facilitate ongoing collaborative course work. Students may also use the Discussion Forums to solicit help from the instructor and other students. Discussions may also be graded encouraging students to participate in the class. Additional collaborative learning involves using software that allows students and the instructor to collaborate in real-time. These sessions may also be recorded and archived so that students who were not able to participate can also benefit from them. The instructor may talk with individual students or with student groups. Students may also collaborate with each other without the instructor.

5.   Explain how instructors teaching this course will provide multiple methods of content representation.

The instructor can provide text, presentation slides, audio/visual material, assignment examples, tutorials (which may be live or recorded), and links to supplemental publications, articles, and websites.

6.   Describe how instructors teaching this course will evaluate student performance.

Student evaluation will occur via standard techniques such as exercises,

projects, quizzes, and a program rubric. The online environment will allow the exercises and projects to be iterative so that students may submit their work online and receive feedback from the instructor. The instructor can then communicate critique and/or solutions to students by posting them online. Additionally, graded discussions can be used to provide additional means of assessment.

XVI. GENERAL EDUCATION COURSE OUTLINE ADDENDUM

GAME M210: Not Applicable

XVII. STUDENT MATERIALS FEE ADDENDUM

GAME M210: Not Applicable

XVIII. REPEATABILITY JUSTIFICATION TITLE 5, SECTION 55041

GAME M210: Not Applicable

XIX. CURRICULUM APPROVAL

Course Information:
    Discipline: GAME DESIGN

    Discipline Code and Number: GAME M210

    Course Revision Category: Technical Course Revision

Course Proposed By:
    Originating Faculty _____

    Faculty Peer: _____

    Curriculum Rep: _____

    Department Chair: _____

    Division Dean: _____

Approved By:
    Curriculum Chair: _____

    Executive Vice President: _____

    Articulation Officer: _____

    Librarian: _____

Implementation Term and Year: Fall 2016

Approval Dates:
    Approved by Moorpark College Curriculum Committee: 04/05/2016

    Approved by Board of Trustees (if applicable): 10/13/2015

    Approved by State (if applicable): 04/12/2016