

GAME M101 – Introduction to Game Design
Multimedia
Moorpark College

COURSE SYLLABUS

Instructor:	Tim Samoff	Term:	Spring 2016
Email:	tsamoff@vcccd.edu	CRN:	30276
Office:	COM 102	Class Meeting Days:	Friday & online ¹
Phone:	(805) 553-4841	Class Meeting Hours:	9:00 AM - 12:50 PM
Dean:	Jennifer Kalfsbeek-Goetz	Lecture Location:	T 217
	(805) 553-4121	Lab Location:	COM 109 / COM 150
Dept. Chair:	Lydia Etman	Office Hours:	M, T, Th 2:00 PM - 3:30 PM
	LEtman@vcccd.edu		W 9:30 AM - 10:30 AM

I. Welcome!

Welcome to the class! Without going into too many details (there are plenty below), let's begin with two extremely important "classroom" rules:

1. Don't be too embarrassed to ask questions — you won't succeed in life without being comfortable asking questions — even *dumb* ones!²
2. Don't be too arrogant to provide help — it doesn't matter how much you think you know, you'll always learn more by helping others.

We are all here to learn. In fact, all good instructors rely on your interests, skills, and expertise to teach them all of the things that they might not have time to learn anymore.

While all of the points below are important for your success in this course, please skip down to "Required Texts and Materials" section, as it contains information about the items that you'll need to acquire in order to complete this course.

II. Course Catalog Description

Provides an overview of all aspects of the game industry. Introduces game design and development terminology, principles, tools, and techniques. Explores gameplay, game design production processes, play testing, game analysis, game story development, game pitches, and game design documents. Examines the history and theories of game design, explores a variety of game genres, and addresses common legal and ethical concerns in the game development industry. Uses game development tools to create simple prototypes that emphasize concepts learned during the course of the semester. Applies to Associate Degree. Transfer credit: CSU

III. Course Overview

Digital games are now one of the most popular forms of entertainment and a pervasive component of global culture. The ubiquity and growth of digital games require that we understand them not just as commercial products, but that we appreciate them from many points of view. Games are aesthetic objects, learning contexts, technical constructs, and cultural phenomena — among many other things.

¹ This is a hybrid class that requires four-hours of on-campus class time and one-hour of online class time per week, plus additional time to complete assigned reading and homework.

² https://en.wikipedia.org/wiki/No_such_thing_as_a_stupid_question

This course introduces students to game design and development terminology, principles, tools, and techniques. Topics include: an introduction to gameplay, the game design industry, game design production processes, game pitches, game design documents, game story development, game character design and development, and character concept art production.

The class will examine the history of game design, a variety of game genres, and look into software applications that are used in the creation of digital media. Several game development tools will also be discussed and utilized to create a game prototype that incorporates gameplay, story, interface, and visual appeal. Business principles, legal and ethical issues, and technological developments in relation to the creation of computer games will also be discussed.

IV. Course Objectives

During the course of this semester, we will: discuss and define game design and development terms and principles; relate key developments in the history and theory of game design including the game industry's market outlook; explore and describe various game genres, game engines, and media parameters; draft design plans, character sketches, documentation, and storyboards for proposed games; discuss business standards, market research, legal principles, ethical concerns and development processes in the game design and development industry; evaluate selected commercial game designs, addressing; social content, historical significance and artistic technique... And more.

V. Course Credits

3.00

VI. Playing Games

As well as the objectives listed above, we are going to play, discuss, and dissect several games.

In order to prepare for Intro to Game Design, please play at least one of your favorite games several times. Think about why you like the game. What makes it a good game? What makes it a fun game? What about the game makes you want to play it more than once?

This practice is quite important — in fact, something that a good Game Designer should never avoid. If you ever find yourself lacking for a game to discuss, you may use other means of research (e.g., the Internet, books, magazine articles, etc.). But it's always best that you initiate discussions about games that you have had extensive first-hand experience with.

Please read the “Course Procedure” section below for more information.

VII. Course Prerequisites & Recommended Preparation

- **MM M10 Introduction to Digital Media** (highly recommended)
- Possessing strong computer and Internet literacy is important.
- Basic computer knowledge, including computer file systems is helpful.
- Having taken ENGL M01A is very helpful (see the “Writing Guidelines” in the *Student Expectations* section, forthcoming).

VIII. Required Texts and Materials

- **Textbook:** Novak, Jeannie. Game Development Essentials. 3rd ed. Delmar Cengage Learning, 2011.
 - The 3rd Edition is necessary as specific chapters and pages are referred to during this course.
- Various. Manifesto for Agile Software Development. <http://agilemanifesto.org>
- Various. Revision Control. http://en.wikipedia.org/wiki/Revision_control
- **Unity (Personal Edition):** This is a free download.
 - <http://unity3d.com>
- **A Back Up Method:** It is not required that you purchase/own a hard or thumb drive, but it is highly recommended. Backing up your files in more than one place is wise, as you never know what might happen to the computer your working on or the files that are on it.

IX. Supplementary (Optional) Texts and Materials

- Wikipedia.org.
- Rogers, Scott. Level Up: The Guide to Great Video Game Design. John Wiley & Sons, Ltd., 2010.
- Adams, Ernst and Andrew Rollings. Fundamentals of Game Design. 3rd ed. New Riders, 2013.
- Koster, Raph. A Theory of Fun for Game Design. 2nd ed. O'Reilly Media, 2013.
- Salen, Katie and Eric Zimmerman. Rules of Play: Game Design Fundamentals. MIT, 2003.
- Fullerton, Tracy. Game Design Workshop: A Playcentric Approach to Creating Innovative Games. 2nd ed. Morgan Kaufmann, 2008.
- Modern Language Association. MLA Handbook for Writers of Research Papers. 7th Ed. Modern Language Association of America, 2009.

X. Course Procedure

This course meets on campus for four-hours and online for one-hour per week. Note that courses at Moorpark College require that a student spend one- to two-hours on completing a required assignment for each hour of class. This means that you should put at least five additional hours per week aside for this course.

Schedule:

This course will typically operate on a weekly basis:

Each week begins with class time at 9:00 AM on Friday morning. Unless otherwise specified, all assignments and/or homework is due by the following Friday at 9:00 AM. Often, we will complete work in class, although other times will allot two or more weeks to complete an assignment. The class time will end at 12:50 PM each week and no earlier.

Class-Time Breaks:

This is a four-hour class. Depending on the day's schedule, we'll try to take a 15-minute break from 10:45 AM to 11:00 AM.

Class Discussions:

Over the course of this semester you will be required to complete some course work that takes place in an online Discussion Forum. The Discussion Forum will contain a list of topics and instructions. When there you may ask questions, make comments, and read questions and comments submitted by everyone else in the class. The instructor will check the Discussions area regularly. If you post a question or comment, you can typically expect a response within 24- to 48-hours.

It is important to note that each student will operate at a different pace. But it is expected that all students complete and submit the required assignments before any stated deadlines. **Late submissions (if accepted) will suffer a grade reduction.**

Support:

If you ever find yourself staring at a blank screen, stumped, or overwhelmed, please go to the corresponding week's Discussion Forum and express your situation. One or more classmates or the instructor will come to your rescue. You can also email, call, or speak with the instructor any time, although **always use the Discussion forum first**, as often times your questions will pertain to others in the class.

Discussion Protocol:

Here is the general protocol for posting information and communicating in our online Discussions. Any additional instructions will be provided in the Discussion Forum itself. Unless otherwise stated, weekly assignments or required posting(s) in the Discussions area are due by 6:00 AM, Monday. Please pay attention to selecting the appropriate Forum when posting information, questions, or comments. The goal is for all users to be able to navigate through the postings with ease. To facilitate this, please adhere to the following guidelines for postings:

1. **Reference the topic of your post in the Subject line of your post.**
2. Start a new thread by clicking the "New Post" button at the top of a Forum when starting a new topic.
3. Reply to a thread by clicking on "Reply" at the top of a message when providing more information or commenting on the same topic.
4. When posting images, use the "Insert Image" button and not the "Attach File" button; always try to resize images to fit the forum viewport.
5. Post URL addresses as clickable hyperlinks to key sources of information with a brief summary of what we will find there and where we will find it.
6. Utilize alternative communication tools, such as email, when information is not directly beneficial to the whole group.
7. Profanity will not be tolerated unless it is relevant to the posting. If it is used toward another classmate, you will receive one warning before being dropped from the course.
8. Please note that all correspondence on this site is part of the course instruction. That means that **your entries must be professionally written in English, spellchecked, and use correct grammar and punctuation**. Practice it here and it will come more naturally to you when you are writing your assignments — and later, when you're applying for jobs.

Playing Games, Redux:

As already discussed, an important part of this course is the practice of playing games. On certain weeks, you will be asked to play a game and relate it to the week's subject matter. Much of your participation in this class relies on your willingness to openly discuss the games that you have played.

XI. Grading

Several exercises, discussions, quizzes, and four “portfolio-level” projects (including the final) are geared towards learning the objectives listed above. Below is an estimate of how many assignments you will be required to complete this semester.

Exercises (13):	6-points each
Discussions (8):	3-points each
Quizzes (9):	6-points each
Midterm Challenge (1):	12-points
Project 1:	18-points
Project 2:	18-points
Project 3:	18-points
Project 4 (Final):	36-points
Total Points:	~255-points

Assignment grades, as well as your overall grade for the course is based on a simple percentage system in which all of your project grades are combined:

Point Scale (%)	
90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
0 - 59	F

“Project” grades will be based on a Rubric that is available at the end of this document.

You are expected to read the course textbook, complete the assignments and quizzes on time, and share your findings with the class, so all may benefit from each participant’s findings.

Grade Culmination:

Your final grade is based on a combination of the cumulative points (**approximately 255-points in all**) for each assignment that you complete and your class participation (out of 100%).

Grade Dissemination:

Throughout the semester you will be able to check the Grades section on our class website at <http://my.vccd.edu> for an up-to-date summary of your completed and graded work. Your final grade is also determined by your willingness to learn and help others to learn, as well as your dedication to each assignment. Typically, grades and/or graded materials will be posted within one week of the assignment’s deadline.

Improving Assignment Grades Even Before Being Graded:

All assignments will benefit from spellchecking, proofreading, etc. It pays to have someone review or proofread your work before you submit it.

In addition to traditional proofreading, one of the best methods of checking your work is to read it out loud to yourself, listening to how it sounds (this works for checking punctuation, editing the “flow” of what you have written, and so on).

Lastly, if you finish an assignment early and would like the instructor to review it before you submit it, feel free to email or show it to the instructor and ask for help.

Extra Credit:

Extra credit assignments may be made available during the course of this semester. Extra credit is available to anyone, although it **may not be used as a “lifeline” for those who do not show effort during the regular course of the semester.**

XII. Technology and Media**Submitting Media & Files:**

Some of the assignments that you will be completing this semester may require you to work in word processing and graphics applications. There are no requirements for which applications that you use, but you may only submit your completed work as certain file types. Any work not submitted using the following file types will be returned so that a new file can be submitted:

Text:	.pdf ³
Image:	.gif, .jpg, .png, .pdf
Audio:	.mp3, .aif, .wav
Video:	.mp4, .mov, .wmv

Unaccepted file types: .pages, .doc, .docx, .odt, .rtf, .txt, .wps, etc.

Open Lab:

You may come to the Moorpark College campus and use the computer labs at room COM 109, COM 150, or COM 151 (in the Communications building), depending on availability. The lab hours will be posted on the classroom doors a couple of weeks after the semester begins. Likewise, the campus Library and Fountain Hall both provide numerous PCs, loaded with the Microsoft Office Suite, several Adobe applications, as well as many other resources.

Lab Rules:

Our computer labs contain several high-tech machines that hundreds of people rely on each semester. It is our responsibility to treat the rooms with respect and leave them exactly the way we find them every time we leave. This being said, there are a few rules that all of us must follow:

- Absolutely **no** food is allowed in the labs (if you're hungry, eat outside the classroom).
- Drinks in containers (or cups that have lids) are allowed.
- Pick up your garbage when you leave (and pick up others' garbage as well).
- Push your chair in when you leave (and push in others' chairs as well).
- **Unplugging any permanent cable (peripheral or power) is absolutely not permitted.**

Various Methods for Contacting The Instructor:

You are more than welcome to communicate with the instructor via e-mail, either by using the address listed at the beginning of this syllabus or by using the e-mail form found on this course's Classlist page. You may also call the instructor or visit in person during the scheduled office hours.

Course Homepage:

The class has a homepage located at <http://my.vcccd.edu>. If you need help accessing the homepage, please ask.

³ Yes, this is the only file type that will be accepted for written work. The reasoning: PDF files retain all of the formatting that you put into your work (fonts, layout etc.)... Never assume that recipients of your work will possess the same fonts and/or application versions and settings that you are using. PDFs can be saved from most word processing applications, including Microsoft Word, Apple Pages, and Open/Libre Office. If you need help with saving your work as a PDF, please let the instructor know.

XIII. Student Expectations

Student Code of Conduct:

Any conduct or behavior that disrupts the learning environment is a potential violation of the Student Code of Conduct as written in the Moorpark College Catalog. Any conduct or behavior that prevents any student from attaining his or her educational goals is a concern to members of the college community. For purposes of student discipline under this procedure, conduct is related to college activity or college attendance if it occurs during or in conjunction with any program, activity, or event connected with District coursework, sponsored or sanctioned by the District or a college of the District, or funded in whole or in part by the District or college, whether the activity or event occurs on or off campus or during or outside of instructional hours.

ACCESS:

Students with a disability, whether physical, learning, or psychological, who believe they will need accommodations in this class, are encouraged to contact ACCESS as soon as possible so accommodations can be set up in a timely fashion. Accommodations are based on eligibility and can only be provided if you have submitted verification from ACCESS in the form of a Confidential Memo. The ACCESS office can be reached at (805) 378-1461 and is newly located in the LMC.

Smoking Policy:

In the interest of the health and welfare of students, employees, and the public, smoking (including e-cigarettes) is not permitted anywhere on the Moorpark College campus, except in some parking lots (see below). All smoking in and on Moorpark college facilities is expressly prohibited (this includes E-Cigarettes). Violators shall be subject to appropriate disciplinary action — see Student code of Conduct.

Moorpark College Plagiarism Policy:

Moorpark College takes academic honesty very seriously. Instructors, accordingly, have the responsibility and authority for dealing with instances of cheating or plagiarism that may occur in their classes. Such activities could include stealing tests, using “cheat sheets,” using unauthorized technology, copying off another’s test, or turning in someone else’s work as his/her own. Instructors have the responsibility to report instances of plagiarism or cheating to the Dean of Student Life. Academic dishonesty, in any form, is a violation of the Moorpark College Student Code of Conduct as outlined in the Student Rights and Responsibilities section and, as such, is subject to investigation, charges of misconduct, and disciplinary consequences.

TurnItIn:

In lieu of the preceding statement about plagiarism, most written assignments are filtered via TurnItIn.com, a plagiarism detection and feedback service. This will occur automatically when you submit files to the class website.

Moorpark College Honors Program:

Students with a 3.25 High School G.P.A. or a College G.P.A. of 3.00 with 12 units of transferable college level courses, and who are highly motivated, and intrigued with academic challenge, are encouraged to join the *Moorpark College Honors Program*. The program is for those students committed to academic excellence, and find it fun and exciting to be an active participant in the classroom. Membership in the Honors Program confers a number of advantages such as working more closely with faculty, engaging in novel research and learning activities in addition to honing team building and leadership skills. Moreover, any Moorpark College student may enroll in an Honors course.

Students who successfully complete the Honors Program are formally recognized and eligible for special transfer and scholarship opportunities. Entrance to the program requires special admission. To learn more about the entrance requirements and how to apply go to:

<http://www.moorparkcollege.edu/departments/student-services/honors-program>

Complete and submit an electronic application. Your academic transcript must also be submitted to the Honors Program Office, located in HSS 217. If you have further questions about the Program, contact Professor Cynthia Barnett at cbarnett@vcccd.edu, or stop by her office, HSS 216.

Attendance Policy:

If you miss **two** classes during the first eight weeks of the semester (without valid excuse) you will be dropped. You are responsible for dropping yourself after the first eight weeks of the semester.

Assignment Deadlines & Attendance:

Often, important design process work is assigned as homework to be completed before the next class session. If you do not submit this type of homework assignment at the next class session it will count as one full absence.

Late work is accepted, although at a reduced grade. If you know ahead of time that you will not be able to complete an assignment on time, please contact the instructor to explain the situation.

Work submitted any time after a deadline is considered late even when it is due to a “technical difficulty” – always complete and submit work with ample time for potential errors.

Punctuality:

Please arrive on time for all class meetings. If you arrive 15-minutes late or more, it will count as one half of a full absence (please refer to the Attendance Policy above).

If you arrive late for the final, it will cost you 20% of your Final Project grade.

Your Instructor is Your Client:

This course requires that you view your instructor as a client. With this said, you may also view your grades as payment for work done. If you do not complete work according to client specifications, you may receive reduced payment for your work. It is your responsibility to consult the instructor if you find assignment instructions unclear. Refining work in order to receive full payment for work done is an option, although deadlines factor into the calculations as well.

Personal Electronic Devices & Social Networks In the Classroom:

The use of cell phones, texting, IMing, etc. is acceptable in class unless it is disruptive. If you engage in these practices while someone (teacher or student) is addressing the class or presenting a project you will be asked to leave the class until the next meeting time and it will be counted as an absence. If something is important enough for someone to call you during our class time, please leave the room quietly to answer the call. It is up to you to pay attention in class, so the blame is on you if you miss something because you're not paying attention.

Writing Guidelines:

As an employee within any sector of Web design, you are required to be a decent writer. Because of this, this course requires high expectations concerning good grammar and spelling in everything you write. To aid in this skill, you may refer to the “MLA Handbook for Writers of Research Papers” (<http://www.mla.org/store/CID24/PID363>). Likewise, Moorpark College provides a really good Writing Center on campus; they are happy to help with any sort of writing assignments you might have. But, they prefer that you schedule an appointment (<http://www.moorparkcollege.edu/writingcenter>).

XIV. Important Dates to Remember

Spring session begins:	Jan 11
First day of this course:	Jan 15
Last day to drop with full refund or credit:	Jan 22
Last day to drop without a “W”:	Jan 29
Last day to drop with a “W”:	Apr 22
Holidays (no school):	Jan 18, Feb 12, Feb 15, Mar 1, Spring Break: Mar 21 – 25
Final due:	May 13
Last day of class:	May 13

XV. Course Plan

The following outline is subject to change. (Portfolio-level projects are indicated in **bold**.)

Week 1 (Jan 15)

Course	• Orientation & Syllabus review
Content	• The History & Economics of the Video Game Industry <ul style="list-style-type: none">◦ <i>Video Games: The Movie</i> [film]

Course	• Due at the end of Week 1 (Jan 22, 9:00 AM)
Work	◦ Syllabus Confirmation Quiz <ul style="list-style-type: none">◦ Book: Chapters 1 and 2 in “Game Development Essentials”◦ Week 1 Quiz◦ Discussion 1: Introductions◦ Discussion 2: Classic Game Twist

Week 2 (Jan 22)

Course	• Platforms & Player Modes
Content	◦ TIME.com’s <i>The History of Video Game Consoles</i> [video] https://youtu.be/sVjwk87owT4 <ul style="list-style-type: none">• Discussion 3: Game Review (due Jan 22)

Course	• Due at the end of Week 2 (Jan 29, 9:00 AM)
Work	◦ Exercise 1: Game Genre Survey <ul style="list-style-type: none">◦ Book: Chapter 3 in “Game Development Essentials”

Week 3 (Jan 29)

Course	• Goals & Genres
Content	◦ <i>Computer Game Genres</i> [video] https://youtu.be/S1rcINITMSI <ul style="list-style-type: none">◦ <i>Get Lamp</i> [film]• Exercise 2: IF Prototype

Course	• Due at the end of Week 3 (Feb 5, 9:00 AM)
Work	◦ Week 3 Quiz <ul style="list-style-type: none">◦ Exercise 2: IF Prototype presentations◦ Discussion 4: Goals & Genres◦ Book: Chapter 4 in “Game Development Essentials”

Week 4 (Feb 5)

Course	• Exercise 2 follow-up
Content	• Player Elements (Games & Culture) <ul style="list-style-type: none">◦ <i>The King of Kong: A Fistful of Quarters</i> [film]

Course	• Due at the end of Week 4 (Feb 12, 9:00 AM)
Work	<ul style="list-style-type: none">◦ Exercise 3: <i>The King of Kong</i> Essay◦ Discussion 5: Educational By Accident?◦ Book: Chapter 5 in “Game Development Essentials”

Week 5 (Feb 12)

Course	• No school.
Work	

Week 6 (Feb 19)

Course	• <i>The King of Kong</i> follow-up
Content	• Story & Character Development <ul style="list-style-type: none">• Exercise 4: <i>Collaboration: The Game</i> (due Feb 19)• Project 1 specifications

Course	• Due at the end of Week 6 (Feb 26, 9:00 AM)
Work	<ul style="list-style-type: none">◦ Project 1: Character Sketch, draft 1• Due at the end of Week 7 (Mar 4, 9:00 AM)◦ Project 1: Character Sketch, final draft

Week 7 (Feb 26)

Course	• <i>Collaboration: The Origin</i>
Content	• Art Creation Overview, Part 1 <ul style="list-style-type: none">◦ “Finding Lady: The Art of Storyboarding” [video] https://youtu.be/BSOJiSUI0z8• Exercise 5: Gameplay Storyboard• Project 1: Character Sketch review

Course	• Due at the end of Week 7 (Mar 4, 9:00 AM)
Work	<ul style="list-style-type: none">◦ Exercise 5: Gameplay Storyboard◦ Project 1: Character Sketch, final draft◦ Book: Chapter 6 in “Game Development Essentials”

Week 8 (Mar 4)

Course	• Gameplay Strategy & Game Theory
Content	<ul style="list-style-type: none">◦ “Daniel Cook: Game Design Theory I Wish I had Known When I Started” [video] (first 35-minutes) http://youtu.be/qwPe3OHR04c• Game Prototyping Jonathan Blow: Indie Prototyping [video] https://youtu.be/ISutk1mauPM• Exercise 6a: Sploder Prototype

Course	• Due at the end of Week 8 (Mar 11, 9:00 AM)
Work	<ul style="list-style-type: none">◦ Exercise 6a: Sploder Prototype◦ Discussion 6: Gameplay vs. Story◦ Project 1: Character Sketch critique

Week 9 (Mar 11)

Course	• Art Creation Overview, Part 2
Content	• Exercise 8: Pixel Art (due Mar 11)
	• Exercise 9: 3D Art (due Mar 11)
	• Midterm Challenge review

Course	• Due at the end of Week 9 (Mar 18, 9:00 AM)
Work	○ Exercise 6b: Sploder Critique
	○ Midterm Challenge
	○ Book: Chapters 10 & 11 in “Game Development Essentials”

Week 10 (Mar 18)

Course	• Development Teams and Getting the Job
Content	• Exercise 10: Key Players (due Mar 18)
	• The QA Process
	• Project 2 specifications

Course	• Due at the end of Spring Break (Apr 1, 9:00 AM)
Work	○ Week 10 Quiz
	○ Project 2: Game Walkthrough

Spring Break (Mar 21 – Mar 25)

Course	• Have fun (and catch up)!
Work	

Week 11 (Apr 1)

Course	• Development Tools & Cycles
Content	• Game Design & Writing
	○ <i>GDC Game Design Challenge 2013</i> [video]
	http://gdcvault.com/play/1017715/Humanity-s-Last-Game-The
	• Game Design Documents, Part 1
	• Project 3 specifications

Course	• Due at the end of Week 11 (Apr 8, 9:00 AM)
Work	○ Book: Chapter 7 in “Game Development Essentials”
	○ Project 3: Game Design Doc , draft 1
	• Due at the end of Week 13 (Apr 22, 9:00 AM)
	○ Project 3: Game Design Doc , draft 2
	• Due at the end of Week 14 (Apr 29, 9:00 AM)
	○ Project 3: Game Design Doc , final draft

Week 12 (Apr 8)

Course	<ul style="list-style-type: none">• Game Design Documents, Part 2
Content	<ul style="list-style-type: none">• Level Design• Exercise 11: Paper Prototype

Course	<ul style="list-style-type: none">• Due at the end of Week 12 (Apr 15, 9:00 AM)
Work	<ul style="list-style-type: none">○ Week 12 Quiz○ Exercise 11: Paper Prototype presentations○ Book: Chapter 8 in “Game Development Essentials”• Due at the end of Week 13 (Apr 22, 9:00 AM)○ Project 3: Game Design Doc, draft 2• Due at the end of Week 14 (Apr 29, 9:00 AM)○ Project 3: Game Design Doc, final draft

Week 13 (Apr 15)

Course	<ul style="list-style-type: none">• Exercise 11 presentations
Content	<ul style="list-style-type: none">• User Experience (UX)• Game Interfaces• Exercise 12: UI Prototype

Course	<ul style="list-style-type: none">• Due at the end of Week 13 (Apr 22, 9:00 AM)
Work	<ul style="list-style-type: none">○ Exercise 12: UI Prototype○ Book: Chapter 9 in “Game Development Essentials”○ Project 3: Game Design Doc, draft 2• Due at the end of Week 14 (Apr 29, 9:00 AM)○ Project 3: Game Design Doc, final draft

Week 14 (Apr 22)

Course	<ul style="list-style-type: none">• Game Design Documents, Part 3
Content	<ul style="list-style-type: none">• Intellectual Property & Content Regulation• Game Environments: AI, AR & Audio• Exercise 13: Unity Prototype

Course	<ul style="list-style-type: none">• Due at the end of Week 14 (Apr 29, 9:00 AM)
Work	<ul style="list-style-type: none">○ <i>Patent Absurdity</i> [film] (http://patentabsurdity.com) https://youtu.be/_RPKtMTjXHg○ Week 14 Quiz○ Exercise 14: Video Game Sound Effect○ Project 3: Game Design Doc, final draft• Due at the end of Week 16 (May 13, 9:00 AM)○ Exercise 13: Unity Prototype

Week 15 (Apr 29)

Course	<ul style="list-style-type: none">• Exercise 14 follow-up
Content	<ul style="list-style-type: none">• Project 4: Final Project specifications• Exercise 13: Unity Prototype, <i>continued</i>

Course	<ul style="list-style-type: none">• Due at the end of Week 15 (May 6, 9:00 AM)
Work	<ul style="list-style-type: none">○ Discussion 7: GDD Redux○ Book: Read Chapter 12 in “Game Development Essentials”• Due at the end of Week 16 (May 13, 9:00 AM)○ Exercise 13: Unity Prototype○ Project 4: Final Project presentations

Week 16 (May 6)

Course	• Exercise 13: Unity Prototype, <i>continued</i>
Content	• Marketing & Maintenance
	• <i>Indie Game: The Movie</i> [film]

Course	• Due at the end of Week 16 (May 13, 9:00 AM)
Work	○ Exercise 13: Unity Prototype
	○ Book: Conclusion in “Game Development Essentials”
	○ Project 4: Final Project presentations

Week 17 (May 13)

Course	• Future of Game Development
Content	○ “Jane McGonigal: Gaming can make a better world” [video] https://youtu.be/dE1DuBesGYM
	• Project 4: Final Project presentations

Course	• Due May 13, 12:50 PM
Work	○ MM M70 Exit Survey

XVI. Don't Get Dropped! (Syllabus Confirmation Quiz)

One of the first things that you can do to prove that you are coming to this online class is to take the Syllabus Confirmation Quiz. But, this is not really a “quiz,” since it only presents you with a single question asking you to confirm that you have read and understand the contents of this Syllabus. If there's anything about this syllabus that you don't understand, please contact the instructor.

Not only is this quiz is worth 3 extra credit points, but if you don't take it by January 22, you will be dropped from the course.

XVII. Conclusion

Most importantly, *enjoy the class!*

Succeeding in this course relies on ongoing communication. If you don't alert the instructor to any issues that you are experiencing, it is assumed that everything is going just fine. Help is available whenever you need it — and ask for it.

Game Design Grading Rubric

Portfolio-Level Assignments

This semester you will be working on four (4) portfolio-level projects that will use the below grading Rubric⁴. It evaluates Design Process, Message Making, Form & Composition, Technical Execution, Resonance, and Professionalism, as shown below.

DESIGN PROCESS

3-points:	In depth research, brainstorming, previsualization, and idea refinement.
2-points:	Some research, brainstorming, previsualization, and idea refinement.
1-point:	Very little research, brainstorming, previsualization, and idea refinement.
0-points:	No research, brainstorming, previsualization, and idea refinement.

MESSAGE MAKING

3-points:	Clear message and link between visual relationships and the message.
2-points:	Some message and link between visual relationships and the message.
1-point:	Very little message and link between visual relationships and the message.
0-points:	No message and link between visual relationships and the message.

FORM & COMPOSITION

3-points:	Clear visual hierarchy and comprehensive visual unity.
2-points:	Some visual hierarchy and comprehensive visual unity.
1-point:	Very little visual hierarchy and comprehensive visual unity.
0-points:	No visual hierarchy and/or comprehensive visual unity.

TECHNICAL EXECUTION

3-points:	Exceptional technical execution.
2-points:	Technical execution is acceptable.
1-point:	Technical execution needs improvement.
0-points:	Technical execution lacks time and effort.

RESONANCE

3-points:	A creative/original piece that generates broad attention.
2-points:	The piece has some resonance.
1-point:	The piece has very little resonance.
0-points:	The piece has no resonance.

OTHER

0- to 3-points	This category can be used for a variety of miscellaneous criteria including, professionalism, follow-through, team participation, etc.
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TOTAL POSSIBLE POINTS:

18

⁴ The final project uses the same rubric, but is worth twice as many points (36).