

DEREE COLLEGE SYLLABUS FOR:													
ITC 4035 GAME DESIGN (Previously ITC 4135) (Updated Fall 2021)	US CR: 3/0/3 UK LEVEL: 6 UK CREDITS: 15												
PREREQUISITES:	None.												
COREQUISITES:	None.												
CATALOG DESCRIPTION:	Game design process; player’s psychology; media definitions; interactive stories; characters; game worlds; game mechanics; balancing attributes; interface types and design issues; aesthetics; UX; game violence and ethical concerns.												
RATIONALE:	The course focuses on the rules and methods of game design, regardless of the technology used to develop a game. Students will be exposed to various game design issues such as core mechanics, user interface and storytelling. The course also focuses on players and player psychology, as well as ethical and legal issues regarding video games and game violence.												
LEARNING OUTCOMES:	As a result of taking this course, the student should be able to: <ol style="list-style-type: none"> 1. Identify and critically analyse the main elements of a game. 2. Analyse and evaluate game design principles and their application on game development. 3. Synthesize various game design concepts into a game design project. 												
METHOD OF TEACHING AND LEARNING:	In congruence with the teaching and learning strategy of the college, the following tools are used: <ul style="list-style-type: none"> • Lectures, case studies and classroom discussions. • Office hours held by the instructor to provide further assistance to students. • Use of the Blackboard Learning platform to further support communication, by posting lecture notes, assignment instruction, timely announcements, and online submission of assignments. 												
ASSESSMENT:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">Summative:</td> </tr> <tr> <td>1st assessment: Midterm project (individual) Case study – data collection, synthesis, critical evaluation.</td> <td style="text-align: center;">40%</td> </tr> <tr> <td>2nd assessment: Portfolio of student work and oral assessment</td> <td style="text-align: center;">10%</td> </tr> <tr> <td>Final assessment: Final project (group) pitching an idea, preparing the game design documents.</td> <td style="text-align: center;">50%</td> </tr> <tr> <td colspan="2">Formative:</td> </tr> <tr> <td>In-class, 1-hour, “diagnostic” test, in-class group-work activities, online tests</td> <td style="text-align: center;">0%</td> </tr> </table> <p>The formative assessments aim to prepare students for the summative assessments. The 1st summative assessment tests LO 1,2. The 2nd summative assessment tests LOs 1-3. The final summative assessment tests LOs 1-3.</p> <p><i>The final grade for this module will be determined by averaging all</i></p>	Summative:		1 st assessment: Midterm project (individual) Case study – data collection, synthesis, critical evaluation.	40%	2 nd assessment: Portfolio of student work and oral assessment	10%	Final assessment: Final project (group) pitching an idea, preparing the game design documents.	50%	Formative:		In-class, 1-hour, “diagnostic” test, in-class group-work activities, online tests	0%
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	<p><i>summative assessment grades, based on predetermined weights for each assessment. If students pass the final summative assessment, which tests all Learning Outcomes for this module, and the average grade for the module is 40 or above, students are not required to resit any failed assessments.</i></p>
INDICATIVE READING:	<p>REQUIRED READING:</p> <ol style="list-style-type: none"> 1. Fullerton T.,(2018), <i>Game Design Workshop: A Playercentric Approach to Creating Innovative Games</i>, CRC Press. <p>RECOMMENDED READING:</p> <ol style="list-style-type: none"> 1. Adams, E., & Rollings, A. (2014), <i>Fundamentals of game design</i>, Berkeley, CA: New Riders. 2. Brathwaite, B., & Schreiber, I. (2017). <i>Challenges for game designers: Non-Digital Exercises for Video Game Designers</i>. Boston, Mass.: Charles River Media, a part of Course Technology. 3. Schrier, K. (2011). <i>Designing games for ethics models, techniques, and frameworks</i>. Hershey PA: Information Sciences Reference.
INDICATIVE MATERIAL: (e.g. audiovisual, digital material, etc.)	<p>REQUIRED MATERIAL:</p> <p>Romero B.(2018), <i>Game Design Foundations</i>, retrieved from LinkedIn learning: https://www.linkedin.com/learning/game-design-foundations-1-ideas-core-loops-and-goals/welcome?u=80069458</p> <p>VandenBerghe J. (2012) <i>Five Domains of Play</i>. (2012, May 26). Retrieved from: https://www.gdcvault.com/play/1015364/The-5-Domains-of-Play</p> <p>RECOMMENDED MATERIAL: N/A</p>
COMMUNICATION REQUIREMENTS:	Daily access to the course’s site on the College’s Blackboard CMS. Communication using proper written and oral English.
SOFTWARE REQUIREMENTS:	MS-Office , Web browser
WWW RESOURCES:	<p>Design and publish your board game. http://www.thegamecrafter.com</p> <p>Designers Notebook by Ernest Adams http://www.designersnotebook.com</p> <p>Digital Games Research association http://www.digra.org</p>
INDICATIVE CONTENT:	<ol style="list-style-type: none"> 1. Game design principles 2. The role of the game designer 3. Game ideas / inspiration 4. Educational game 5. Gamification 6. Game elements <ol style="list-style-type: none"> 6.1. Game worlds 6.2. Game characters 6.3. Narrative 6.4. Game play 7. UX/UI 8. Core mechanics 9. Game design Process 10. Player centric game design