CLASS MEETING TIME & LOCATION
Monday, Wednesday, 11:50 am - 1:20 pm
Location: CDM 218 (Loop campus)

INSTRUCTOR
Mischa Hiessboeck
Office: CDM 430
Office hours: M, W   9:10 am – 11:10 am
                      T, Th   9:10 am – 10:10 am
Email: mhiessbo@depaul.edu

COURSE DESCRIPTION
GAM 226 provides students with a practical foundation in game design with a focus on concept development, design decomposition, and prototyping. Using game design theory, analysis, physical prototyping, playtesting, and iteration students learn how to translate game ideas, themes, and metaphors into gameplay and player experiences. Students will further be exposed to the basics of effective game idea communication.

LEARNING OBJECTIVES
Students will learn to
  •   develop the vocabulary and critical understanding to describe and analyze the components of games and gameplay experiences,
  •   ability to apply game design vocabulary to analysis and quality assessment of existing games,
  •   identifying experience goals and how game mechanics create said experiences,
  •   develop a game idea from concept to playable, analogue prototype,
  •   understand different purposes, uses, and limitations of analog prototyping.

REQUIRED MATERIALS
  •   Fullerton, T. (2007). Game Design Workshop (GDW): A playcentric approach to creating innovative games. Burlington, MA: Morgan Kaufmann Publishers.

  •   Other recommended reading
        ◦   Salen, K. and Zimmerman, E. (2004) Rules of Play: Game Design Fundamentals. Cambridge, MA: MIT Press.
        ◦   Schell, J. (2008) The Art of Game Design. Burlington, MA: Elsevier Inc.
        ◦   Anthropy, A. & Clark, N. (2014) A Game Design Vocabulary. Addison-Wesley.

D2L
We are using D2L (http://d2l.depaul.edu) as the supporting learning platform for this course. All course materials including weekly lecture slides and class info (i.e. syllabus, lesson plan, assignment descriptions etc.) are available through D2L under "contents".
Assignments are submitted to its dedicated folder on Dropbox on D2L. This is also where you will get written feedback to your assignments from me.

GRADING:

Grand total of 100 possible points (plus 2 bonus points)
A = 91+
A– = 90
B + = 89
B = 88-81
B– = 80
C + = 79
C = 78–71
C– = 70
D + = 69
D = 68– 60
F = 59 or lower

ASSIGNMENT OVERVIEW & WEIGHTED GRADE BREAK-DOWN:

Attendance and In-Class Participation: *20%*
For more details on attendance and in-class participation points, see **Course Policies** below.

Preparation Phase:
- One Paragraph Game Idea 4%
- Modify a broken game into a more meaningful gameplay experience 9%
- Designing a Kindness: 4% for part 1, 4% for part 2, together 8%
- Narrative Game Design One Pager: 5%

Final Game Design Project:
- One Sentence Pitch: 1%
- Team Formation and Schedule Document: 3% (group assignment)
- One Pager: 6% (group assignment)
- Game Design Pillars: 6% (group assignment)
- 4 Progress Reports: 10% (2.5% each) (group assignment)
- 2 Playtesting sessions 10% (5% each) (group assignment)
- Playable Prototype(s): 15% (group assignment)
- 1st Peer Evaluation: 1%
- 2nd Peer Evaluation: 2%

Bonus Credit:
Participation as playtesters in GAM 312 (game user research): 2%

REQUIRED MATERIALS

Game Design Journal
Yes, get one. See it as a symbolic act of becoming a game designer. A simple notebook will do. Use it to write down game ideas. All the time. Notice the games and gameplay opportunities in your daily life. Inspiration is everywhere. Make it your goal to jot down at least 3 ideas every day. This will help you learn to see life through the eyes of a game designer. As your game designer eyes develop (focus) you will find that game ideas will pop up everywhere and the journal will provide a place to collect them for future reference. The more you put in, the more you get out.

Prototyping Materials
Get yourself some graph paper, legos, blank index cards, playing cards, and a bag of dice. Prototyping materials for in-class exercises will be provided by the instructor, but for your work on the final project, you will need to get your own materials. Educational supply shops, dollar shops, even your kitchen can be amazing sources for prototyping materials.

RESOURCES:
As a student in the class, you have access to the CDM Gaming labs (see http://defrag.depaul.edu for details). If you're working on an assignment, you have priority for the use of the lab hardware and software. Student ID is required to use the labs.

COURSE POLICIES

Participation and Attendance: You are expected to attend all classes and participate in class activities as scheduled. Do not underestimate the importance of attendance and participation in this class. As stated above, 20% of your grade depends on participation and attendance. You should not assume that these points are "a given". On the contrary, participation must be earned by showing up on time to every class, displaying full engagement in all discussions and activities, completing all assignments, and listening actively and attentively to the instructor and your peers.

Regarding attendance, 1/3 of a letter grade will be docked from your final grade in the course for each absence beyond two (2). For example, if you end the class with an A-, but have missed 4 classes in total, your final grade would be a B. Think of the two "free" absences as sick days or emergency days. If you use them for other reasons early in the term, you may find yourself in a bind, if you get sick later on, or need to miss class for a family emergency. Because it is impossible for me to determine fairly what constitutes a compelling reason to miss class, there are no excused absences beyond these two. In all cases, please make every effort to contact me and explain the circumstances of your absence before you miss class. Always check with me about any work or assignments you may have missed.

Class Discussion: Student participation in class discussions will be measured in two ways. First, students are highly encouraged to ask questions and offer comments relevant to the day's topic. Participation allows the instructor to "hear" the student's voice when grading papers. Secondly, students will be called upon by the instructor to offer comments related to the reading assignments. Students must keep up with the reading to participate in class discussion.

Attitude: A professional and academic attitude is expected throughout this course. Measurable examples of non-academic or unprofessional attitude include but are not limited to: talking to others when the instructor is speaking, mocking another's opinion, cell phones ringing, emailing, texting or using the internet whether on a phone or computer. If any issues arise a student may be asked to leave the classroom. The professor will work with the Dean of Students Office to navigate such student issues.

Civil Discourse: DePaul University is a community that thrives on open discourse that challenges students, both intellectually and personally, to be <u>Socially Responsible Leaders</u>. It is the expectation that all dialogue in this course is civil and respectful of the dignity of each student. Any instances of disrespect or hostility can jeopardize a student's ability to be successful in the course. The professor will partner with the Dean of Students Office to assist in managing such issues.

This class has a "no-screens" policy. While class is in session, your attention should not be divided between classroom activities and electronic devices, including laptops, smart phones, iPads, etc. If you bring a cell phone to class, it must be off or set to a silent mode. Should you need to answer a call during class, students must leave the room in an undisruptive manner. Out of respect to fellow students and the professor, texting is never allowable in class. If you are required to be on call as part of your job, please advise me at the start of the course.

Assignment Submission: Most assignments will be submitted to D2L (except for presentations). Do not submit assignments by email. All assignments are due before class on the due date. Late assignments except for the last one will be accepted up to two days after the due date with a ½ grade point penalty per day (that means if your assignment would have been an A if submitted on the due date, it will be an A- if submitted one day late etc.).

Please note that some of the main assignments for this class consist of in-class playtesting of your projects. Since these assignments require your presence on the day of playtesting, deadlines are fixed and extensions cannot be granted.

Writing: While this class does not emphasize essay writing, game rules and text are expected to be clear, spell-checked, and demonstrate a high proficiency in written English. The Writing Center offers free one-on-one professional advice from published writers about all types of academic, creative, and professional writing and oral presentations. Go to http://condor.depaul.edu/writing/ for more information and to set up appointments.

Email: Email is the preferred means of communication between faculty and students enrolled in this course outside of class time. My email is mhiessbo@depaul.edu.

COLLEGE POLICIES

Changes to Syllabus
This syllabus is subject to change as necessary during the quarter. If a change occurs, it will be thoroughly addressed during class, posted under Announcements in D2L and sent via email.

Online Course Evaluations
Evaluations are a way for students to provide valuable feedback regarding their instructor and the course. Detailed feedback will enable the instructor to continuously tailor teaching methods and course content to meet the learning goals of the course and the academic needs of the students. They are a requirement of the course and are key to continue to provide you with the highest quality of teaching. The evaluations are anonymous; the instructor and administration do not track who entered what responses. A program is used to check if the student completed the evaluations, but the evaluation is completely separate from the student's identity. Since 100% participation is our goal, students are sent periodic reminders over three weeks. Students do not receive reminders once they complete the evaluation. Students complete the evaluation online in CampusConnect.

Academic Integrity and Plagiarism
This course will be subject to the university's academic integrity policy. More information can be found at http://academicintegrity.depaul.edu/. If you have any questions be sure to consult with your professor.

Student rights
You have rights as a student. To learn about these rights please read DePaul's policies for students regarding student rights, located here
http://sr.depaul.edu/catalog/catalogfiles/current/undergraduate%20student%20handbook/pg51.html

Incomplete:
An incomplete grade is given only for an exceptional reason such as a death in the family, a serious illness, etc. Any such reason must be documented. Any incomplete request must be made at least two weeks before the final. For more information on requesting an Incomplete:
http://www.cdm.depaul.edu/Current%20Students/Pages/Grading-Policies.aspx.

Academic Policies
All students are required to manage their class schedules each term in accordance with the deadlines for enrolling and withdrawing as indicated in the University Academic Calendar. Information on enrollment, withdrawal, grading and incompletes can be found at: cdm.depaul.edu/enrollment.

Students with Disabilities
Students who feel they may need an accommodation based on the impact of a disability should contact me privately to discuss their specific needs. All discussion will remain confidential. To ensure that you receive the most reasonable accommodation based on your needs, contact me as early as possible in the quarter (preferably within the first week of the course) and be sure to contact the following office for support and additional services:

Center for Students with Disabilities (CSD)
Lewis Center 1420, 25 East Jackson Blvd.
Phone number: (312)362-8002
Fax: (312)362-6544
TTY: (773)325.7296
www.studentaffairs.depaul.edu/csd
csd@depaul.edu

Important Dates WQ2018:

01/02: Begin WQ 2018 All Classes

01/15: Last day to drop classes with no penalty. Last day to select pass / fail option

02/19: Last day to withdraw from WQ2018 classes

03/13: Begin WQ2018 Day & Evening classes final exams

03/19: End WQ2018 Day & Evening final exams

03/26: WQ2018 Grades Due

LESSON PLAN

Please note that the lesson plan is not part of the syllabus anymore and that some of these sessions and readings may change during the course. Please check the schedule on D2L for updates.

		Jan 3 Session 01	Introduction: • Course Overview & Syllabus • The Role of the Game Designer
Jan 8 Session 02	Lecture: Game Mechanics Exercise: squiggly line game design Assign: #1 Game Idea Reading due: GDW CH1: "Role of Game Designer" GDW CH3: "Working With Formal Elements" GDW CH6: "Conceptualization" Doug Church: formal, abstract design tools (D2L)	Jan 10 Session 03	Lecture: Verbs, Verbs, Verbs Exercises: • Identify verbs in existing games and other media • Discuss verbs used when playing your favorite games; • What games have used these verbs in interesting or unusual ways? • What verbs do you use in regular life? • What kind of game would result if you decided to use an ordinary verb / ordinary verbs as the basis for a system? Reading due: A Game Design Vocabulary, CH2 (D2L)
Jan 15 **NO CLASS**		Jan 17 Session 04	Discussion of game ideas Lecture: Meaningful Play Play & analyze FLUXX Assign: #2 Analyze a broken game #3 & #4 Modify a broken game Due: #1 Game Idea Reading due: Rules of Play: CH3, Meaningful Play (D2L)

Jan 22 Session 05	Discussion of broken games Lecture: Mechanics – Dynamics – Aesthetics (MDA) Exercise: Sissyfight Due: #2 Analyze a broken game Reading due: Hunicke, LeBlanc, Zubeck: MDA: A Formal Approach to Game Design and Game Research (D2L)	Jan 24 Session 06	Playtesting of "fixed" games; In-class discussion Due: #3 Modify a broken game into a more meaningful gameplay experience Reading due: Zimmerman: Broken Games and Meaningful Play (D2L)
Jan 29 Session 07	Lecture: Types of Games (Caillois), Types of Players (Bartle / Brown) Assign: #5 & #6 Designing a Kindness Due: #4 Post Mortem of the fixed game Reading due : Stuart Brown: Play Richard Bartle: players who suit Muds http://www.mud.co.uk/richard/hcds.htm (D2L)	Jan 31 Session 08	Pitch your kindness design idea Designing for dramatic effect: Opposition / challenge Due: #5 Designing a Kindness (part 1) Reading due: GDW CH4: "Working with dramatic elements"
Feb 5 Session 09	Dramatic Elements of Games: Games, Characters, Story Assign: #7 Narrative Game design Reading due: Soren Johnson: Theme is not Meaning (D2L)	Feb 7 Session 10	Discussion of "Kindness" exercise Analog prototyping and playtesting lecture Assign: one sentence pitch Due: #6 Designing a Kindness (part 2) #7 One page narrative game design Reading due: GDW CH7: "Prototyping"

Feb 12 Session 11	Prototyping and playtesting exercise: Digital to Physical: use prototyping process described in GDW pp. 188-205 Reading due: GDW CH8: "Playtesting" GDW CH9: "Functionality, Completeness and Balance"	Feb 14 Session 12	Team project selection and team formation Due: one sentence pitch Reading due: GDW CH12: "Team Structures" GDW CH 13: "Stages of Development" (particularly: how to make a project plan, p.382)
Feb 19 Session 13	Prototyping exercise: Real-Time simulation: shooter prototyping Due: • Team formation & schedule; • One pager description • Game design pillars	Feb 21 Session 14	In-class work-session for final project; Due: Final project progress report #1
Feb 26 Session 15	In-class playtesting round #1	Feb 28 Session 16	In-class playtesting round #1 Due: 1st Peer evaluation Final project progress report #2
Mar 5 Session 17	In-class playtesting round #2	Mar 7 Session 18	In-class playtesting round #2 Due: Final project progress report #3
Mar 12 Session 19	Open prototyping work session	Mar 14	**NO CLASS** Due: Final project progress report #4
Mar 19 Session 20	Final Game Showcase CHANGED CLASS TIME: **11:30 am - 1:45 pm** Due: Final project presentation in class 2nd Peer evaluation		