



- develop a game idea from concept to playable, analogue prototype
- use common methods for documenting game design such as game design documents and playtesting reports
- communicate their game ideas through pitch, prototype, and presentation

## Writing Expectations

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This course fulfills a liberal studies program requirement for Arts and Literature. Students will be expected to complete a minimum of 3,000 words of writing for this course. It should be proofread and clear. Consult DePaul's Writing Center if you require assistance.

Papers must conform to the course guidelines on references and documentation. Use of sources without attribution constitutes plagiarism, a serious violation of academic integrity. Consult the assignment handouts or the instructor if you have questions about how or what to document.

Game documents are designed to be pleasing visually, proper grammar and spelling are expected. Game analysis papers must be written using a thesis statement in which the student is then expected to prove their thesis in the rest of the paper.



## Required Materials

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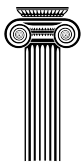
- Macklin, C. and Sharp, J. Games, Design, and Play. Addison-Wesley Professional. 2016 ISBN 9780134392233
  - eBook available freely for DePaul students with institutional credentials through the library and O'Reilly for Higher Education: [https://i-share-dpu.primo.exlibrisgroup.com/permalink/01CARLI\\_DPU/1ihqd0q/alma9912834327305831](https://i-share-dpu.primo.exlibrisgroup.com/permalink/01CARLI_DPU/1ihqd0q/alma9912834327305831)
- A rapid prototyping kit that includes:
  - A box or pack to keep materials together
  - Scissors
  - 1 d6 (six-sided die)
  - index cards
  - tape
  - loose-leaf paper
  - markers/colored pencils
  - a pen or pencil
  - Standard deck of cards (54 with Jokers)
  - Game pieces (from existing games or coins could work)
- Assigned games will be made available to students.
  - Ability to print (with advanced notice) is ideal in order to play certain games.

- Additional readings will be posted on D2L in the “Content” section. Students are expected to apply these to weekly discussions.
- Games and Software
  - *Desert Golfing* game - \$1.99 on [iOS](#) and \$0.99 on [Android](#)
  - *Reigns: Her Majesty* game - available for iOS, Steam, Google Play for \$2.99 <https://reignsgame.com/rhm/>
  - *FlowFree* - free on several platforms including iOS and Android <https://www.bigduckgames.com/flowfree>
  - [Playingcards.io](#) - free way to play and digitize components for tabletop games
  - *Castle.xyz* app - available on iOS and Android, free <http://castle.xyz/>
  - *Twine* software - Windows, OSX, Chrome browser (not Safari) <http://twinery.org/>
  - *Jamboard* (<https://jamboard.google.com/>), made available via D2L.

## Optional Books

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- Schell, Jesse. *Art of Game Design: A Book of Lenses (3rd edition)*. CRC Press. 2019 ISBN 9781138632097
  - eBook available freely for DePaul students with institutional credentials through the library [https://i-share-dpu.primo.exlibrisgroup.com/permalink/01CARLI\\_DPU/8tvalj/cdi\\_safari\\_books\\_9781351803632](https://i-share-dpu.primo.exlibrisgroup.com/permalink/01CARLI_DPU/8tvalj/cdi_safari_books_9781351803632)
- Upton, Brian. *Situational Game Design*. CRC Press. 2017 ISBN 9781138031814
  - eBook available freely for DePaul students with institutional credentials through the library <https://depaul.on.worldcat.org/oclc/1009042653>



## Course Structure

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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.

### Self-guided Learning

Most of this class will be *self-guided*, several pre-recorded lectures will be posted on D2L and synchronous meetings will focus on group discussion. Students are expected to have watched lectures and prepared questions for the synchronous meetings, participate in discussion boards, take quizzes, complete writing assignments, and submit all work through D2L.

### Synchronous Meetings

Students will have access to the Zoom meetings using their DePaul University credentials to login. Scheduled meetings will be recorded and posted to D2L. I am not requiring you to have or use a webcam for this class, but if you do have one, I would greatly appreciate it if

you turned it on during our course meetings. It is more energizing and connective to talk seeing you all instead of a screen of black boxes with names.

Students will work in small groups on their game design and will playtest each others' games. Depending on the week, these will be done in the latter part of a synchronous class session or at a time agreed upon by your team.



## Grading Breakdown

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Class sessions will combine lectures on game design topics, with analysis of particular games and in-class activities designing and playing games. Students are expected to attend all classes and do the assigned reading, homework, and gameplay before class time.

Student progress will be assessed through a combination of homework assignments, game analysis papers on a game of student's choice, a group game design project, and class participation.

Syllabus Quiz	*
Content Quizzes	10%
Game Design Activities	15%
Discussion Responses	10%
In-Class Discussion/Participation	15%
Major Game Design Project	30%
Game Analysis Paper	10%
Game Design Post Mortem	10%

\*Students must complete the *Syllabus Quiz* on D2L before they are eligible to start earning points for the course.

A	93-100
A-	92-90
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
F	59-

Students wishing to **contest a grade** may do so during office hours or by appointment a minimum of 24 hours and a maximum of a week after assignments have been returned.



## Assignment Info

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**All assignments are due on the indicated date at the beginning of class.** Below is a brief summary of each assignment. More detailed instructions will be provided on assignment sheets on D2L.

Assignments (except for designated group assignments) must represent a student's individual effort. While students are permitted to discuss assignments at the conceptual level, under no circumstances should students share specific answers (electronically or otherwise). You must credit/cite anything content, image, writing, or idea that is not your own.

\*Unless there are unforeseen circumstances, assignments will usually be graded and returned within one week of the due date.

### Content Quizzes

You will have online quizzes periodically assigned and based on the assigned readings and recorded videos/lectures.

### Game Design Activities

Throughout the quarter, you will have game design assignments, each designed to help you think through different parts of designing. The first will focus on modifying the rules of a simple card game. The second will explore branching narrative games. The third will be an opportunity to turn a toy into a game.

### Discussion Responses

Every week, you will discuss the assigned games, lecture, and/or readings via the D2L discussion board. You must submit your entry to the current discussion board topic by Monday 11:59PM prior to Wednesday's class. Each post must be at least 100 words long. Each week at least 1 student will lead the discussion, starting by informally presenting to the class on the assigned topic.

### In-Class Discussion/Participation

You will receive credit for regular participation in the synchronous portion of class, including discussions that are student-led on the previous week's readings/lecture topics.

### Major Game Design Project

In groups, students will go through the game design process to create a polished, public-facing game. Each team will produce a pitch, design document, iterate on a playable prototype, and playtest. The final project will be the finished, polished, and playable game posted online. *Games consisting of mini-games are not allowed.*

### Game Analysis Paper

Each student will perform an in-depth analysis of a video game title of their choice. The following will be required:

- Substantial play-time with the titles, sufficient to master game play and to encounter most of the game's components. (Playing the game all the way through would be ideal but not practical for many titles.)
- Researching the game's community presence through frequently asked question (FAQ) files, walk-throughs, fan sites and other documents.
- The paper needs to be 1,000 words long.
- Papers have to be turned in on the due date before class to the Submissions folder on D2L.

### Game Design Post Mortem

- This is the final documentation on your major game design project including examining what went wrong and what went right and what next steps you might take. You should use an online site to 'publish' this (not a Word document).
- This is an individual submission. The total content needs to be 1,000 words long, plus media (image and video, etc.).
- Start organizing your progress and thoughts along the way. For example take notes re: conversations, ideas, and/or decisions made about the game. Any relevant diagrams or photos, including annotations/captions, that will help you recall the game design process when it comes time to write your post mortem. Throughout each game design project, document all playtests. You should record video and take photos of players playing the game. This will help you to write a thoroughly reflective post mortem.
- Summarize the evolution of your game pitch, game concept, and game rules.
  - You may use some of the text as a group - meaning each member doesn't have to write their own concept and rules and can include what was agreed upon as a group in the individual submission.
  - Test your rules after you write them and revise them as necessary so that someone unfamiliar with the game is able to play (imagine someone bought your game and has to figure out how to play it without access to anyone on the design team).
- Describe what you attempted to do with each iteration. You should document at least 3 distinct iterations, supported by video evidence.
  - Including any key feedback from playtesting and the related decisions made as a result of that playtest/feedback.
  - This section should be written individually. Write from your perspective, which will be different from your group members.
  - Embed (if possible) or include links to videos (uploaded to YouTube, Vimeo, etc.) from playtests. You do not necessarily need to share the entire playtest. The video should confirm that you playtested by showing people playing the game and sharing their feedback (during the game or after they have finished playing).



### Late Work, Absences, Make-Ups, and Extra Credit

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**Late work** will receive a 10% penalty for every course meeting that has passed since the due date/time and when the work has been received. *Exception:* Students with extreme

circumstances should contact the Dean of Students Office who will then contact your instructors (including me) and we will work out an alternative approach.

**Makeup Work:** Students are allowed to resubmit work for regrading. The student will submit a brief document addressing how they incorporated feedback from the initial assignment along with the iterated assignment. All work considered for regrading must be submitted by Week 10. If the original submission was late, the resubmission will only be eligible for the number of total points possible minus any late penalties (if an assignment was submitted 2 course meetings late, a resubmission may receive up to 80%).

**Extra credit** will be given at the instructor's discretion, this usually involves attending a design or games related lecture and writing a reflection.



## Course Schedule

All assigned reading, games, videos, design assignments, and discussion submissions should be completed by Monday of the indicated date. GDP = Games, Design, and Play (primary textbook)

Week	Readings & Games & Design	Submit/Complete
Week 1 3/31	Read: <ul style="list-style-type: none"> <li>• Art of Game Design, Ch. 1</li> <li>• GDP, Ch. 1 - Games, Design and Play</li> </ul> Play: <ul style="list-style-type: none"> <li>• Mafia (in-class)</li> <li>• <a href="#">Hearts</a> (on playingcards.io)</li> <li>• Optional: play <a href="#">500</a></li> </ul>	Syllabus quiz  You will be assigned a week for which to lead discussion  Get familiar with playing and making custom game via <a href="#">playingcards.io</a>
Week 2 4/7	Read: <ul style="list-style-type: none"> <li>• GDP, Ch. 2 - Basic Game Design Tools</li> <li>• GDP, Ch. 3 - The Kinds of Play</li> </ul> Play: <ul style="list-style-type: none"> <li>• Card Wars (in-class)</li> <li>• Blokus</li> <li>• Flow Free</li> </ul>	Quiz 1  Start Design Assignment #1: Card Wars  Print manual for Keep Talking... (KTANE)
Week 3 4/14	Read: <ul style="list-style-type: none"> <li>• GDP, Ch 4 - The Player Experience</li> <li>• GDP, Ch 5 - Iterative Game Design Process</li> </ul> Play: <ul style="list-style-type: none"> <li>• KTANE and/or Bomb Corp (in-class)</li> </ul>	Quiz 2  Play your Card Wars variants in groups  Form Major Project groups (due 4/21)

	<ul style="list-style-type: none"> <li>• <a href="#">Hey Robot</a></li> </ul> <p>Design:</p> <ul style="list-style-type: none"> <li>• Play/test card game</li> </ul>	
Week 4 4/21	<p>Read:</p> <ul style="list-style-type: none"> <li>• GDP, Ch. 8 - Collaboration and Team Work</li> <li>• GDP, Ch. 9 - Conceptualizing Your Game</li> <li>• GDP p. 232-237 (Case Study in Queens in Love at the End of the World)</li> </ul> <p>Play:</p> <ul style="list-style-type: none"> <li>• Jackbox Games (in-class)</li> <li>• Queens in Love at the End of the World</li> <li>• Reigns</li> </ul>	<p>Quiz 3</p> <p>Submit Design Assignment #1: card game (due 4/23)</p> <p>Start Design Assignment #2: Twine / tutorials</p>
Week 5 4/28	<p>Read:</p> <ul style="list-style-type: none"> <li>• GDP, Ch 6 - Design Values</li> <li>• GDP, Ch. 7 - Game Design Documentation</li> <li>• <a href="#">Mignano, "Using Paper Prototyping to Design Your Games"</a></li> </ul> <p>Play:</p> <ul style="list-style-type: none"> <li>• Metagame</li> <li>• Desert Golfing <ul style="list-style-type: none"> <li>◦ iOS/Android</li> <li>◦ AND on castle.xyz</li> </ul> </li> </ul>	<p>Quiz 4</p> <p><b>In class review</b> - Major Group Project Pitches (4/28)</p> <p>Submit Major Group Project Pitches (5/3)</p>
Week 6 5/5	<p>Read:</p> <ul style="list-style-type: none"> <li>• GDP, Ch. 10 - Prototyping Your Game</li> <li>• GDP, Ch. 11 - Playtesting Your Game</li> </ul> <p>Design:</p> <ul style="list-style-type: none"> <li>• Work on major group project</li> </ul>	<p>Major Group Project Design Documents:</p> <ul style="list-style-type: none"> <li>• Complete draft for peer review: 5/3</li> <li>• Final drafts due 5/7</li> </ul> <p>Submit Design Assignment #2 (due 5/10)</p>
Week 7 5/12	<p>Read:</p> <ul style="list-style-type: none"> <li>• GDP, Ch. 12 - Evaluating Your Game</li> <li>• <a href="#">MDA: A Formal Approach...</a></li> </ul> <p>Play:</p> <ul style="list-style-type: none"> <li>• TBA</li> </ul>	<p>Quiz 5</p> <p>Game Analysis Paper due by 5/14 (this can be submitted anytime before then)</p>



	Design: <ul style="list-style-type: none"> <li>• Work on major group project</li> </ul>	
Week 8 5/19	Read: <ul style="list-style-type: none"> <li>• GDP, Ch. 13 - Moving From Design to Production</li> </ul> Play: <ul style="list-style-type: none"> <li>• TBA</li> </ul> Design: <ul style="list-style-type: none"> <li>• Designing Game Components and Writing Rules</li> <li>• Work on major group project</li> </ul>	Playable prototype of Major Group Project Due.  Playtesting 5/19
Week 9 5/26	Play: <ul style="list-style-type: none"> <li>• TBA</li> </ul> Design: <ul style="list-style-type: none"> <li>• Work on major group project</li> </ul>	
Week 10 6/2	Final playtest	Iterated prototypes of Major projects for Playtesting
Week 11 - Finals Week 6/9	Final scheduled: <b>Jun 9, 2:30pm-4:45pm</b>	Submit: <ul style="list-style-type: none"> <li>• Major Project Game</li> <li>• Major Project Postmortem</li> <li>• Major Project Playtesting Report</li> </ul>



## Academic Integrity

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or

criminal prosecution. Please refer to your Student Handbook or visit Academic Integrity at DePaul University (<http://academicintegrity.depaul.edu>) for further details.



## Resources for Students

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### Writing Center

I strongly recommend you make use of the Writing Center throughout your time at DePaul. The Writing Center provides free peer writing tutoring for DePaul students, faculty, staff, and alumni. Writing Center tutors work with writers at all stages of the writing process, from invention to revision, and they are trained to identify recurring issues in your writing as well as address any specific questions or areas that you want to talk about. Visit [www.depaul.edu/writing](http://www.depaul.edu/writing) for more information.

### Idea Realization Lab (IRL)

The Idea Realization Lab is a resource available to the entire DePaul University community, from students to alumni, faculty, and staff. They provide machines, tools, and materials at no cost, and offer workshops to teach visitors how to use the equipment safely. Their goal is to foster a spirit of collaboration and to promote creativity across the campus and throughout the city of Chicago.

I encourage you to make use of the IRL, including prototyping your design and getting a consultation from the staff there. This space is a great resource for all levels of the design and development process. Visit <http://irl.depaul.edu/> for more information.

#### Contact Info:

Email: [idearealizationlabdpu@gmail.com](mailto:idearealizationlabdpu@gmail.com)

Phone: (312) 362-1451

#### Location:

Room 310

14 E Jackson Blvd

### The Dean of Students Office

The Dean of Students Office (DOS) is primarily responsible for meeting the urgent needs of students by providing clear and critical support structures in times of need. Additionally, the department helps develop and maintain community standards in order to facilitate a safe and healthy campus environment for our students. The Dean of Students Office provides the administrative withdrawal and absence notification processes, and can help students identify campus and community resources in times of personal and/or family crises and medical emergencies.

The Dean of Students Office at DePaul University promotes student learning and ethical decision making in an inclusive and student-centered environment. Utilizing a comprehensive approach to student advocacy that is informed by DePaul's Catholic, Vincentian, and urban mission, the office collaborates with students, staff, faculty, parents and community partners to support students in reaching their academic and personal success.

#### Contact Info:

Phone: 773-325-7290

#### Location:

Lincoln Park Campus

Email: [deanofstudents@depaul.edu](mailto:deanofstudents@depaul.edu)  
Or visit their [Website](#)

Student Center, Suite 307  
2250 N. Sheffield Ave.



## DePaul and College-Specific Policies

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### NAME & GENDER PRONOUNS

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the quarter so that I may make appropriate changes to my records. Please also note that students may choose to identify within the University community with a preferred first name that differs from their legal name and may also update their gender. The preferred first name will appear in University related systems and documents except where the use of the legal name is necessitated or required by University business or legal need. For more information and instructions on how to do so, please see the Student Preferred Name and Gender Policy at [policies.depaul.edu/policy/policy.aspx?pid=332](https://policies.depaul.edu/policy/policy.aspx?pid=332)

### RESOURCES FOR STUDENTS WITH DISABILITIES

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential. To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter (preferably within the first week of class), and make sure that you have contacted the Center for Students with Disabilities (CSD) by emailing [csd@depaul.edu](mailto:csd@depaul.edu) and/or visiting one of the locations below.

#### Loop Campus

Lewis Center Suite 1420  
25 East Jackson Blvd  
phone: (312) 362-8002  
fax: (312) 362-6544  
tty: (773) 325-7296

#### Lincoln Park Campus

Student Center, Suite #370  
2250 N Sheffield Ave  
phone: (773) 325-1677  
fax: (773) 325-3720  
tty: (773) 325-7296

### 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.depaul.edu](https://campusconnect.depaul.edu).

### **ACADEMIC INTEGRITY & PLAGIARISM**

This course will be subject to the university's academic integrity policy. More information can be found on DePaul's [academic integrity website](#). If you have any questions, be sure to consult with your professor.

### **SEXUAL AND RELATIONSHIP VIOLENCE**

As a DePaul community, we share a commitment to take care of one another. Classroom relationships are based on trust and communication. Sometimes, material raised in class may bring up issues for students related to sexual and relationship violence. In other instances, students may reach out to faculty as a source of help and support. It is important for students to know that faculty are required to report information reported to them about experiences with sexual or relationship violence to DePaul's Title IX Coordinator. Students should also know that disclosing experiences with sexual or relationship violence in course assignments or discussion does not constitute a formal report to the University and will not begin the process of DePaul providing a response.

Students seeking to report an incident of sexual or relationship violence to DePaul should contact Public Safety (Lincoln Park: 773-325-7777; Loop: 312-362-8400) or the Dean of Students and Title IX Coordinator (Lincoln Park: 773-325-7290; Loop: 312-362-8066 or [titleixcoordinator@depaul.edu](mailto:titleixcoordinator@depaul.edu)).

Students seeking to speak confidentially about issues related to sexual and relationship violence should contact a Survivor Support Advocate in the Office of Health Promotion & Wellness for information and resources (773-325-7129 or [hpw@depaul.edu](mailto:hpw@depaul.edu)). More information is available at the [Office of Health Promotion and Wellness website](#). Students are encouraged to take advantage of these services and to seek help around sexual and relationship violence for themselves as well as their peers who may be in need of support.

### **ENROLLMENT/WITHDRAWAL AND OTHER 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 registration policies can be found at [DePaul Central](#).

### **WITHDRAWAL**

Students who withdraw from the course do so by using the Campus Connection system ([campusconnect.depaul.edu](https://campusconnect.depaul.edu)). Withdrawals processed via this system are effective the day on which they are made. Simply ceasing to attend, or notifying the instructor, or

nonpayment of tuition, does not constitute an official withdrawal from class and will result in academic as well as financial penalty.

### **ADMINISTRATIVE WITHDRAWAL**

Administrative Withdrawal Appeals are submitted to and processed by the Dean of Students Office, and allow students to be retroactively withdrawn from classes for medical, mental health or personal crises even after the term has ended. More information is available on the [Division of Student Affairs](#) website.

### **EXCUSED ABSENCE**

In order to petition for an excused absence, students who miss class due to illness or significant personal circumstances should complete the [Absence Notification form](#) through the [Dean of Students office](#). Students must submit supporting documentation alongside the form. The professor reserves the sole right whether to offer an excused absence and/or academic accommodations for an excused absence.

### **SYLLABUS CHANGES AND ERRORS**

The instructor may make changes and updates to the course syllabus and schedule as needed. Students will be notified of any changes. If you find any broken links, outdated information, or other content that just seems “off” somehow, please let me know so I can fix it. I really do appreciate students helping me find and fix mistakes or confusing wording in my materials.



### **Resources for Students in Need of Support**

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Safety and Mental health safety are important. If you find yourself in a state of distress, depression, or unsafe circumstances, please make use of any of the following resources should you seek counseling.

### **DEPAUL STUDENT COUNSELING**

Full time and Part time DePaul students may schedule appointments with the University Counseling Service Info here:

<https://offices.depaul.edu/student-affairs/support-services/counseling/Pages/default.aspx>

The front desk staff is working remotely and will answer your call directly. If they are taking another call, please leave a message and your call will be returned within a business day. **If you would like to be contacted by a counselor please call (773) 325-7779 or (312) 362-6923.**

### **OFFICE OF HEALTH PROMOTION AND WELLNESS**

Health Promotion and Wellness (HPW) provides holistic education, support and resources for individuals to establish and sustain long-term, healthy behaviors.

In light of the COVID-19 impact on the University, the Office of Health Promotion and Wellness programs and services remain open and can be accessible to students remotely. Students can meet with a staff member via Zoom. Appointments can be requested by calling 773-325-7129 or [completing this online intake form](#).

#### **ADDITIONAL RESOURCES EXTERNAL TO DEPAUL**

##### **National Suicide Prevention Lifeline**

**Phone:** 1-800-273-8255

**Online chat feature:** <https://suicidepreventionlifeline.org/chat/>

##### **National Domestic Violence Hotline**

Available 24/7. Offers help in more than 200 languages. All calls are free and confidential.

**Phone:** 1-800-799-7233

**Chat online** with someone: <https://www.thehotline.org/>

##### **The Trevor Project**

For young LGBTQ persons in crisis or in need of someone to talk to:

**Phone:** 1-866-488-7386

**Text** START to 678678

**Chat online** by visiting: <https://www.thetrevorproject.org/get-help-now/>

##### **Trans Lifeline**

A peer support hotline run by trans people for trans people.

**Phone:** 877-565-8860