

GAM 226 (2 Sections)

CLASS MEETING TIMES & LOCATIONS

GAM 226 401 FUNDAMENTALS OF GAME DESIGN

CDM Center 216 M-W 01:30 PM - 03:00 PM

243 South Wabash Avenue

Chicago, IL 60604

GAM 226 701 FUNDAMENTALS OF GAME DESIGN

Levan Center Room 305 THUR 06:00 PM - 09:15 PM

2322 North Kenmore Avenue

Chicago, IL 60614

INSTRUCTOR

Jonathan Hey

Office: CDM building TBD, Levan Center TBD

Office hours: TBD

Email: jhey@cdm.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, play testing, and iteration students learn how to translate game ideas, themes, and metaphors into gameplay, game pitches, and design documents.

LEARNING OBJECTIVES

Students will learn to:

- develop the vocabulary and critical understanding to describe and analyze the components of games and gameplay experiences,
- develop a game idea from concept to playable, analogue prototype,
- use common methods for documenting game designs such as game design documents and play testing reports,
- communicate their game ideas effectively through a game pitch.

REQUIRED MATERIALS (Not necessary to buy hard copy, PDFs available)

- Fullerton, T. (2007). Game Design Workshop: A playcentric approach to creating innovative games. Burlington, MA: Morgan Kaufmann Publishers.
- Schell, J. (2008) The Art of Game Design A Book of Lenses. Burlington, MA: Elsevier Inc.

- Other recommended reading as listed below

GAME DESIGN JOURNAL

You are expected to bring a game design journal to class. You will be asked to write in your game design journal: (a) during class and (b) to write down ideas you have outside of class. 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. You might also be asked to present ideas from your design journal. The more you put in, the more you get out.

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.

POLICIES

- Attendance: You are expected to attend all classes and participate in class activities as scheduled.
- Late assignments: Late assignments will be accepted upon arrangement with me. Please contact me as soon as you know you cannot meet the deadline.
- Please note that some of the main assignments for this class consist of in-class play testing of your projects. Since these assignments require your presence on the day of play testing, deadlines are fixed and extensions cannot be granted. Plus you will be working in teams.
- 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 jhey@cdm.depaul.edu
- Plagiarism: It is your professional responsibility to ensure that all submitted work is your own. Please read DePaul's policy on plagiarism and other academic integrity violations at: <http://academicintegrity.depaul.edu/ContributionFolder/Resources/Students/ViolationDefinitions.html#aiPlagiarism>

- 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 and approved by the Dean of the School of Computer Science, Telecommunications and Information Systems. Any consequences resulting from a poor grade for the course will not be considered as valid reasons for such a request.
- 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)

Lincoln Park Campus, Student Center #370, 773.325.1677 phone

Loop Campus, Lewis Center #1400, 312.362.8002 phone

o www.studentaffairs.depaul.edu/csd

o csd@depaul.edu

GRADING

Grand total of 100 possible points. A = 91+

A- = 90

B+ = 89

B = 88-81

B- = 80

C+ = 79

C = 78-71

C- = 70

D+ = 69

D = 68- 61

D- = 60

F = 59 or lower

GAM 226 SYLLABUS / LESSON PLAN

Week 1: September 09-13, 2013

- ◆ Introduction, course overview and pragmatics;
- ◆ role of the game designer,
- ◆ brainstorming (blank cards)

Reading:

- ✓ GDW CH1: “Role of Game Designer”
- ✓ The Art of Game Design Intro
- ✓ The Art of Game Design Chapter 1

Assignment 1: due start Week 2

- **1-3 paragraphs game idea** – upload to COLWEB or email to me – Describe [in short, a paragraph or two or three] a premise for a game. Platform, subject, brief description, goal, characters, action, etc.

Week 2: September 16-20, 2013

PART I

- ◆ discussion of game ideas
- ◆ formal game elements
- ◆ types of games

PART II

- ◆ Rules and procedures
- ◆ FLUXX
- ◆ meaningful play; identifying play

Reading:

- ✓ GDW CH2: The Structure of Games
- ✓ GDW CH6: Conceptualization
- ✓ Nowords2002 (Costikyan)
- ✓ The Writing of Stones
- ✓ Caillois

Assignment 2: due start Week 3

- **Create a Card Game of Any Type (But not a board game)**

Please reference Assignment 2 PDF. We will play and evaluate your games in Week 3.

Week 3: September 23-27, 2013

- ◆ Discussion of game ideas
- ◆ Experiences for players: player types and play personalities
- ◆ MDA
- ◆ Sissyfight
- ◆ Prisoner's Dilemma / Game Theory

Quiz: Topics covered including Readings through Week 3

Assignment 3: due start Week 4

“Design” 4 distinct characters for a fighting, themed role-playing, sports, or other game. Brief description of game: example: “*Just like Mortal Kombat*”. Describe costuming, physical attributes, weapons or gear, powers, personalty, traits, background, etc. Write a storytelling scenario of why these 4 characters are in your game and what are they to accomplish, or try to accomplish (goal). This is TEXT only, but if you are handy with graphic arts you can ADD drawings if you please.

Reading:

MDA: A Formal Approach to Game Design and Game Research
Marc LeBlanc - Tools for Creating Dramatic Game Dynamics
MUD - Wikipedia, the free encyclopedia
MUDs (Richard Bartle: players who suit Muds)
Interview-importance-of-play-Stuart-Brown
Stuart_play_as_organizing_principle
Prisoners Dilemma

Week 4: September 30 – October 04

- ◆ In- class: “Us vs. It”
- ◆ Hero’s Journey
- ◆ Diagetic/ Non-Diagetic

Reading:

GDW CH 3: Working with formal elements
GDW CH 4: Working with dramatic elements

Week 5: October 07 – October 11

- ◆ Prototyping
- ◆ Pillars, Papo & Yo
- ◆ **Mid-Term Exam**

Reading:

GDW CH 11: Fun and Accessibility

No Assignment

Week 6: October 14 – October 18

- ◆ Game design documentation: Treasure map; game design log
- ◆ Playtesting 101
- ◆ Shooter prototyping
- ◆ Guest(s) ?

Reading:

GDW CH 10: Functionality, Completeness and Balance

GDW CH14: The Game Design Document

Start on Final Assignment:

Treasure Map Board Game, Characters, Cards
(Groups 1-4 people allowed)

Week 7: October 21 – October 25

- ◆ Work on Final Assignment in class
- ◆ Write up core play and procedures; create game flowchart
- ◆ Submit treasure map draft for feedback

Week 8: October 28 – November 1

- ◆ Bring first playable prototype to class
- ◆ Submit initial final project progress report

Week 9: November 4 – November 8

- ◆ Submit 2nd final project progress report
- ◆ Work on Final Assignment in class

Week 10: November 11 – November 15

Final Assignment Game Showcase:

- ◆ Game presentation
- ◆ Game demo
- ◆ Write and submit peer evaluations

Week 11 (FINALS) November 18 – November 22
plus Monday Nov 25 if necessary

Continue, if necessary:

Final Assignment Game Showcase:

- ◆ Game presentation
- ◆ Game demo
- ◆ Write and submit peer evaluations

- ◆ Final wrap-up material