

GAM 244 Game Development I

Winter 2019

Thursdays 5:45 pm – 9:00 pm

Daley 212

Lecture/Lab

Instructor: Jonathan Hey

Office: CDM 635

Office Hours: M/W 10:00 am to 12:00 pm and Thursdays 3-5 pm

Contact: You may contact me at jhey@depaul.edu. Also at jhey.depaul@gmail.com and also at jonhey@rcn.com (This one is the email “attached” to D2L mass emails from me). I teach a lot of classes but check emails and phone calls regularly. My cell is for voice and texts: (773) 443-7877.

Course Description

This course provides students additional theory and practice with an emphasis on game design and storytelling for games. Students continue learning about game development processes and techniques and how to apply advanced game design principles to create components of a 2D game.

Welcome to Game Development I. In this class, we will be focusing on learning to use Gamemaker Studio 2 to create simple 2D games. We will have multiple projects over the quarter as we learn to create more and more refined experiences.

Students are expected to download and learn to use Gamemaker Studio 2. It is available in the labs here at school if you do not have a computer to work on. You will be using Gamemaker on PC's. There is a Mac version of the software available.

While there will be lectures to get you moving forward, deep learning of the software will only come from making games and digging for more info on line. You must own your learning experience and seek multiple avenues to get info about the development suite we're using.

Grading:

Each project will be graded on its own rubric however you are expected to be an active, vocal, and polite participant in this classroom and all of its activities so social participation in class will account for 30% of your grade.

What follows is a schedule of activities for this class. Depending on the makeup of the class participants, the flow of activities is prone to fluctuate and change. I'll let you know when we deviate from the syllabus. In all cases please be aware that the workload for this class is relatively high.

Class Schedule

Week 1

Introductions and identity

Introduction to engine basics (sprites, objects, events, actions)

Assignments: - Create a splash screen to represent who you are. Using graph paper design the layout for a break out game. Create said game, include room switch from splash screen, ball, paddle, static targets, one moving target, one toy-like interaction. (Don't worry about scoring and what not, we're just worried about getting stuff into engine and getting it interacting in one room)

Week 2

Review Break out games. Delve deeper into sprites creation and working with them. Look at Shoot-em-up games with a historical review of shooters from space war to geometry wars.

Deconstruct what's interesting about shooters. Delve deeper into creating behaviors with objects and creating game control objects that manage the flow of play.

Assignments: Come up with an idea for a shooter. Write a one page treatment about it. Define the core play of this shooter, sketch out the objects you think are needed and a sample level for your shooter.

Week 3

Look at shooter designs. Break into pairs and do design interviews. One person interviews the other about the game and takes notes on post-its, placing post-it's on large easel graph paper. One post it per event, interaction, object. Once done you have beginnings of asset lists and user stories. Switch roles. By end of session each student should have a collection of post-its to use as the foundation of their game.

Assignment: Make one room of the game that shows core play in action. This is an ugly prototype.

Week 4

Review prototypes. Get feed-back on how to make it work smoother. Discuss level design and verbs. The use of space outside of visible room, player feedback, the importance of sound, facilitating the player, timers and timing and timelines; variables and scope.

Assignment: Refine first room of shooter. Discuss what mechanics are in play that make it interesting. Design 3 levels that refine the experience increasing difficulty.

Week 5

Review designs. Discussion of game feel and polishing aesthetics of game.

Assignment: In lab and home build out first pass of these three levels.

Week 6

Collect games and play jam. We will gather all games and play through them giving feedback reports to owners.

Assignment: Bug list: Create a list of “bugs” and “polish” tasks that come from game feedback. Art Design. Begin polishing the look, feel and play of your shooter. This includes coming up with UI designs, Front ends, Win/Lose screens, effects and sounds.

Week 7

Standups: From here on through last day of class we will be doing weekly presentation of game progress and weekly plays of the games.

Assignment: Collect notes from play-throughs and build bug list and post weekly plan onto D2L.

Week 8

Standups: Report on game progress and weekly plays of the games.

Assignment: Collect notes from play throughs and build bug list and post weekly plan onto D2L

Week 9

Feature Complete Due. Present, check-in and get OK move to polish and ship Make user stories for all known bugs.

Week 10

Alpha Due. Present, check-in and get OK move to polish and ship Make user stories for all known bugs.

Finals Week:

Present Polished Games

There is a lot of room for variation in here and I change it a little every class (for instance sometimes I make that first planning document be a reverse engineering of an existing game and then they can do one of their own). If the class is heavy on engineers I push a little harder. If the class is heavy on artists I push a little harder on look and feel. If the class is designer heavy I push harder on creating polished play that allows for emergence and visible feedback and facilitation.

Course 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. Please see <https://resources.depaul.edu/teaching-commons/teaching/Pages/online-teaching-evaluations.aspx> for additional information.

Academic Integrity and Plagiarism

This course will be subject to the university's academic integrity policy. More information can be found at <https://resources.depaul.edu/teaching-commons/teaching/academic-integrity/Pages/default.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:

<http://www.cdm.depaul.edu/Current%20Students/Pages/PoliciesandProcedures.aspx>

Incomplete Grades

An incomplete grade is a special, temporary grade that may be assigned by an instructor when unforeseeable circumstances prevent a student from completing course requirements by the end of the term and when otherwise the student had a record of satisfactory progress in the course. All incomplete requests must be approved by the instructor of the course and a CDM Associate Dean. Only exceptions cases will receive such approval. Information about the Incomplete Grades policy can be found at

<http://www.cdm.depaul.edu/Current%20Students/Pages/Grading-Policies.aspx>

Students with Disabilities

Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling them to access accommodations and support services to assist with their success. There are two office locations:

- Loop Campus – Lewis Center #1420 – (312) 362-8002
- Lincoln Park Campus – Student Center #370 – (773) 325-1677

Students who register with the Center for Students with Disabilities are also invited to contact Dr. Gergory Moorhead, Director of the Center, privately to discuss how he may assist in facilitating the accommodations to be used in a course. This is best done early in the term. The conversation will remain confidential to the extent possible.

Please see <https://offices.depaul.edu/student-affairs/about/departments/Pages/csd.aspx> for Services and Contact Information.

Attendance: Students are expected to attend each class and to remain for the duration. Coming 15 minutes late or leaving 15 minutes early constitutes an absence for the student. The overall grade for participation drops one-third after any absence. Three absences for any reason, whether excused or not, may constitute failure for the course. If during a lab period, you are on social media instead of attending to the current project, to a level that you must be asked to cease the social media, it may be considered an absence as you are not actually present in the class work.

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 [Socially Responsible Leaders](#). 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.

Cell Phones/On Call: 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 undistruptive 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.