**Game Design for Non-Majors (GAM 224 902)**

**Spring 2019-2020**

**W 18:00 – 21:15**

**Remote / Online**

**Patrick Dwyer**

**W 17:15 – 18:00, 21:15 – 22:00 Remote / Online**

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**Course Description /Course Overview**

**Learning Domain Description**

This course approaches the study of computer games from three angles: first, as examples of media that can be analyzed and critiqued for their thematic elements, formal structure, plot and interactive appreciation; second, as complex software artifacts subject to technological constraints and the products of a labor-intensive design and implementation process; and third, as cultural artifacts with behaviors and associations comparable in import to other popular art forms.

**Learning Outcomes**

Students will:

* Students will study the principles of game design and use them to analyze existing games and to develop their own original games.
* Students will also learn about the process of game development, starting from the games narrative concept and moving to consideration of a games components: the representation of the player, of artifacts, the virtual world that contains them, and the interaction between them and the player.

**How Learning Outcomes Will Be Met:**

Each class is broken up into lectures and activities. Lectures cover game design formal elements. Activities involve playing games that emphasize the formal elements discussed in the lecture. Students experience the game design definitions first hand during these activities.

Assignments revolve around coming up with game ideas based on the main concepts discussed in class. For example: decision making, feedback loops, or other design principles have a game design assignment associated with them.

As design is a collaborative process, students are broken up into teams during the mid-class and final class project in order to rely on each other for feedback and ideas.

**Writing Expectations:**

Students are expected to submit game ideas and game analysis papers on a weekly basis. Although game pitch documents are designed to be pleasing visually, proper grammar is expected. Game analysis papers are written using a thesis statement in which the student is then expected to prove their thesis in the rest of the paper.

**Course Management System**

We are using D2L (<http://d2l.depaul.edu>) and all course materials including weekly lecture slides and class info are available through D2L under contents. Assignments are submitted through Submissions on D2L.

**Required Materials**

Situational Game Design, by Brian Upton, A K Peters/CRC Press.

**Course Policies (instructor specific, e.g., attendance, use of cell phones, late work)**

**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.

**Grading**

All grades add up to a total of 100 points.

* A = 93+
* A- = 90 to 93
* B+ = 87 to 89
* B = 84 to 86
* B- = 80 to 83
* C+ = 77 to 79
* C = 74 to 76
* C- = 70 to 73
* D = 60 to 69
* F = 59 or lower

**Week-by-week Assignments/Readings**

Weeks 1-4

* Basic Design Concepts
* Pitch Phase
* 1 Pager Pitch Documents

Weeks 4-7

* Design Phase
* Mid Project Card Battle Game
* PPT Pitch Document

Weeks 7-10

* Pitch and Design Phase
* Final Project
* PPT Pitch Document

**College Policies**

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

**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.

**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](http://oaa.depaul.edu/what/calendar.jsp).  Information on enrollment, withdrawal, grading and incompletes can be found at: [cdm.depaul.edu/enrollment](http://cdm.depaul.edu/enrollment).

### 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) at: csd@depaul.edu.

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