

GAME 317/428 – GAME SOUND DESIGN AND SCORING STUDIO

SYLLABUS – SPRING 2022 v2

Meeting Times: Wednesdays 5:45 – 9:00 PM

- **Location:** CDM 922

Instructor: Jeff Kliment j.kliment@depaul.edu

- **Office Hours:** Wednesdays/Thursdays 4:00 – 5:30 PM (by appointment – see BlueStar for details)
- **Location:** CDM 430

GENERAL COURSE INFORMATION

Course Description

This course is intended to provide practical experience in audio production for video games, as well as to offer the opportunity to create quality materials to include in a demo reel or portfolio. It will build on the background and skills acquired in Game Sound Design 1 and Game Sound Design 2. Students will study the sound designs of different genres of video games, and then complete five projects in which they will be creating the sound designs for games of those genres. A key element of this course will be in-class discussions and critiques of students' work, both to sharpen their sound designing and critical listening skills.

Learning Outcomes

By the end of this course students will be able to:

1. Analyze video game soundtracks from a technical and aesthetic point of view.
2. Model a video game soundtrack by style and genre.
3. Critique video game soundtracks for storytelling effectiveness.
4. Effectively function in the client/vendor relationship.
5. Listen and identify deficiencies in a mix through various outputs.

Recommended Readings

- Readings and related videos are available on D2L.

Materials

- A portable hard drive with **at least** 100GB free space - USB **3.0** (not 2.0), or Thunderbolt (preferably 7200 RPM) is recommended.

Assignments and Grading

- Attendance (see below) = 30 points
- Project Plan = 10 points
- Project Iteration 1 = 10 Points
- Project Iteration 2 = 10 points
- Project Iteration 3 = 10 points
- Project Iteration 4 = 10 points
- Project Iteration 5 = 20 points

SCA Studio Support

DePaul has an information portal in D2L that looks like a course. If you have any DePaul SCA related questions, the information is available there.

- If you have any **technical issues** regarding hardware or software please email: scaavsupport@depaul.edu
- To access the **SCA Knowledgebase**, please click here: <https://depaulscaavsupport.groovehq.com/help>
- For questions pertaining to **CDM lab reservations** please email: scasoundstudio@cdm.depaul.edu

Attendance and Participation

- Attendance is one of the key indicators of student success; therefore everyone is expected to attend each class meeting and to remain for the entire period. Your contribution matters. By arriving punctually each week and actively participating in class activities you are helping yourself and your colleagues. Please stay focused and refrain from distracting others and/or using electronic devices for non-class activities.
- **Attendance is part of your grade for this course.** If you miss more than three classes, you will fail the course.

Late Work Policy

- Work can be turned in for full credit before 11:59 PM on the due date (excluding class presentations, see below).
- Score will be reduced by 10% for each day late, for the next three calendar days only.
- Late work after three calendar days will earn zero points.
- If a student presents supporting documentation for an excused absence, the assignment will be due by 11:59 PM on the day of their return. After that, the student will receive zero points.
- If a student discusses a personal issue with the instructor in advance, a new due date may be agreed upon at the instructor's discretion.
- Class presentations will be due at the scheduled time of the presentation.

Grading Scale

A	93-100	Excellent work, shows fine attention to detail
A-	90-92	
B+	87-89	Above average work, shows solid effort
B	83-86	
B-	80-82	
C+	77-79	Satisfactory, meets expectations but needs refinement
C	73-76	
C-	70-72	
D+	67-69	Below average work, does not meet all requirements
D	63-66	
D-	60-62	
F	0-59	Work is unfinished and/or does not demonstrate understanding of objectives

COURSE CALENDAR

(Please note: this schedule will change depending on project needs.)

Class 1 – March 30

Course overview, syllabus, D2L and expectations in class.

Game capstone presentations

Team formation

Discussion of all game needs (DM&E)

Project plan discussion

Homework – Due Class 2

- **Project plan for each Capstone Game** (Due dates, deliverables, roles, leadership, accountability and software usage.)
- How will you be interfacing with the Design and Dev teams (Perforce, Discord)?
- Choose gameplay models from sources like YouTube
- Deliver completed cue sheets for all games
- Game sound examples for discussion

Class 2 – April 6

Project plan presentations including gameplay models

Discussion, team meetings, next steps

Game team meetings (sound, music, dev and art)

Working session

Homework – Due Class 3

- Project Iteration 1 (Iteration assets decided by entire game team.)
- Game sound examples for discussion

Class 3 – April 13

Project Iteration 1 Presentations

Game team meetings (sound, music, dev and art)

Discussion, team meetings, next steps

Working session

Homework – Due Class 5

- **Project Iteration 2 (Iteration assets decided by entire game team)**
- Game sound examples for discussion

Class 4 – April 20

Game team meetings (sound, music, dev and art)

Discussion, team meetings, next steps

Working session

Homework – Due Class 5

- **Project Iteration 2 (Iteration assets decided by entire game team)**
- Game sound examples for discussion

Class 5 – April 27

Project Iteration 2 Presentations

Game team meetings (sound, music, dev and art)

Discussion, team meetings, next steps

Working session

Homework – Due Class 7

- **Project Iteration 3 (Iteration assets decided by entire game team)**

Class 6 – May 4

Game team meetings (sound, music, dev and art)

Discussion, team meetings, next steps

Working session

Homework – Due Class 7

- **Project Iteration 3 (Iteration assets decided by entire game team)**

Class 7 – May 11

Project Iteration 3 Presentations

Game team meetings (sound, music, dev and art)

Discussion, team meetings, next steps

Working session

Homework – Due Class 8

- **Project Iteration 4 (Iteration assets decided by entire game team)**

Class 8 – May 18

Project Iteration 4 Presentations

Game team meetings (sound, music, dev and art)

Discussion, team meetings, next steps

Working session

Homework – Due Class 10

- **Project Iteration 5 (Iteration assets decided by entire game team)**

Class 9 – May 25

Game team meetings (sound, music, dev and art)

Discussion, team meetings, next steps

Working session

Homework – Due Class 10

- **Project Iteration 5 (Iteration assets decided by entire game team)**

Class 10 – June 1

PROJECT ITERATION 5 PRESENTATIONS

DEPAUL AND CDM 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.

COVID-19 Health and Safety Precautions

Keeping our DePaul community safe is of utmost importance in the pandemic. Students, faculty and staff are expected to (1) wear a mask as required at all times while indoors on campus; (2) refrain from eating and drinking in classrooms; (3) keep current with their COVID-19 vaccinations or exemptions; (4) stay home if sick; (5) participate in any required COVID-19 testing; (6) complete the online Health and Safety Guidelines for Returning to Campus training; and (7) abide by the City of Chicago Emergency Travel Advisory. By doing these things, we are Taking Care of DePaul, Together. The recommendations may change as local, state, and federal guidelines evolve. Students who do not abide by the mask requirement may be subject to the student conduct process and will be referred to the Dean of Students Office. Students who have a medical reason for not complying with any requirements should register with DePaul's Center for Student with Disabilities (CSD).

Respect for Diversity and Inclusion at DePaul University as aligned with our Vincentian Values

At DePaul, our mission calls us to explore "what must be done" in order to respect the inherent dignity and identity of each human person. We value diversity because it is part of our history, our traditions and our future. We see diversity as an asset and a strength that adds to the richness of classroom learning. In my course, I strive to include diverse authors, perspectives and teaching pedagogies. I also encourage open dialogue and spaces for students to express their unique identities and perspectives. I am open to having difficult conversations and I will strive to create an inclusive classroom that values all perspectives. If at any time, the classroom experience does not live up to this expectation, please feel free to contact me via email or during office hours.

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. All students are expected to abide by the University's Academic Integrity Policy which prohibits cheating and other misconduct in student coursework. Publicly sharing or posting online any prior or current materials from this course (including exam questions or answers), is considered to be providing unauthorized assistance prohibited by the policy. Both students who share/post and students who access or use such materials are considered to be cheating under the Policy and will be subject to sanctions for violations of Academic Integrity.

More information can be found at <https://resources.depaul.edu/teaching-commons/teaching/academic-integrity/Pages/default.aspx>.

Posting work on online sites, such as Hero

All students are expected to abide by the University's Academic Integrity Policy which prohibits cheating and other misconduct in student coursework. Publicly sharing or posting online any prior or current materials from this course (including exam questions or answers), is considered to be providing unauthorized assistance prohibited by the policy. Both students who share/post and students who access or use such materials are considered to be cheating under the Policy and will be subject to sanctions for violations of Academic Integrity.

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>

Preferred 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 <http://policies.depaul.edu/policy/policy.aspx?pid=332>

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 (312) 362-8002
- Lincoln Park Campus (773) 325-1677
- Email: csd@depaul.edu

Students who register with the Center for Students with Disabilities are also invited to contact Dr. Gregory 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.