

# EAE 6000-003: Game Design Fall 2017

**Note: This syllabus is formatted for HTML which means that as a download it will look rough. Please see the course link on canvas for a much prettier, and functional, syllabus.**

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**Teaching Assistants:**

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**Office:** EAE Building

**Class Time:** 2:00-5:00pm, Mondays

**Class Location:** Marriot Library Room 1715

**Office Hours:** By appointment

## Course Description

In this course students will learn and practice game analysis and design using the foundational theories and academic texts of play and games. Throughout the course, students will develop critical skills for reading scholarly texts, analysing and critiquing games, and developing game ideas that consider the structural and experiential aspects of game design. Students will emerge from the class with a deeper understanding of how to design gameplay experiences that consider the player.

## Required Texts

None. Readings will be provided on Canvas.

## Learning Outcomes:

- Develop an understanding of the key theories of games and play and how they impact game design. (narratology/ludology)
- Develop skills in analyzing and critiquing games;
- Strengthen critical and analytical skills when reading texts for key ideas and understandings.
- Apply critical thinking and analysis to ideation and early game conceptualization
- Develop an understanding of the role of the game designer on a team as well as the process of game design as practiced professionally.
- Understand the historical contexts of game design and development.

## Assessments:

All assessments are due by 2:00pm on the designated due date. This will always be before class and will always be on a Monday. No late work will be accepted. Assignments must be submitted on canvas unless otherwise noted.

## Evaluation

1. (20%) Participation
2. (25%) Critical Reading Reactions
3. (20%) Game Design Snacks
4. (20%) 1-Page Design Documents
5. (05%) 100 Game Ideas
6. (05%) Screenshot Box Copy Text
7. (05%) 7 Degrees of Pac-Man

### Participation - 20%

Active engagement in the class activities and discussions is expected. Students should expect to read all the materials ahead of time in preparation for the class (approximately 100 pages per week). As a graduate level seminar most of the learning will occur through readings, discussion, critique, and activities directly relate to the materials.

### Critical Reading Reactions - 30%

For each section of the class (Section: Players and Section: Games) students are expected to submit a minimum of 4 critical reading reflections showing deep understanding of and the relationship between the materials assigned that week. This reflection can take many forms: a one-page paper (600-700 words approx.), a Youtube video of approximately 7 (edited!) minutes, a 2 page comic, an infographic, an interpretive dance... or anything else you can think of, so long as it shows a **clear connection to and understanding of** the weekly readings.

The bulk of the reaction can be an outline or narrative synthesis of the materials. At the end there must be at least two questions listed, one about the materials, and one question about the topic not answered by the materials. A few recommendations:

- Grammar/spelling is important, and is hard. If you are having trouble, ask for help from classmates or the university writing center.
- Don't ask obvious questions like "When was this written?"
- Making connections between the reading is important

- 1/2 to 1/3 of your paper/video/comic should be reflection, not the last paragraph; also put it in the body of the reflection, not your questions
- Re-phrasing is not reflection

### **Game Design Snacks - 20%**

For this assignment students will articulate and generalize nuggets of game design wisdom in the form of wikipedia-style webpages that include examples. These will be posted and available for the class to comment on, improve, and revise.

Over the course of the semester each student will write and develop:

- **4 Good** and **4 Bad** Design Snacks with at least **1 example** for each.
- **4 examples** provided on **other** students' design snacks
  - (note: Individual Snacks must not have more than 8 examples)

### **1-Page Game Design Documents - 20%**

Students will create 1-page game design documents for three (3) games. These documents will clearly communicate key concepts relating to the design of a game ways which can be understood by engineers, artists, and professors. Further details will be discussed in class. Deliverables and dates are detailed below. For dates, refer to the schedule.

#### **Game Design A (Vintage Arcade Game)**

- **Gameplay 1-Page Document A.1**
- **Mood/Experience 1-Page Document A.2**
- **Game Design B (Facebook/Social Network Game)**
  - **Gameplay 1-Page Document B.1**
  - **Mood/Experience 1-Page Document B.2**

### **100 Game Ideas - 5%**

Write 100 Game Ideas, each written on an individually numbered index card. 1-2 sentences each. Bring them to class! Do NOT submit anything online for this assignment.

### **Screenshot Box Copy Text - 5%**

Further details will be provided in class.

### **7 Degrees of Pac-Man - 5%**

Further details will be provided in class.



**Late assignments** – Late assignments will **not be accepted**. Assignments are due at the start of class unless otherwise stated.

## Class Schedule

Week	Date	Lecture	Lab
W1	<b>Aug 21</b> <b>Due:</b> 100 game ideas	<b>Introduction</b> <i>Reading:</i> This syllabus!	100 game ideas
<b>SECTION: PLAYERS</b>			
W2	<b>Aug 28</b> <b>Due:</b> Reading Reflection 1; Game Design Snacks 1	<b>What is Play?</b>	New Games
W3	<b>Sep 4</b>	<b>Labour Day</b> No class.	
W4	<b>Sep 11</b> <b>Due:</b> Reading Reflection 2; Game Design Doc A.2	<b>Narratology and Ludology</b> . .	

<b>W5</b>	<b>Sep 18</b> <b>Due:</b> Reading Reflection 3 Game Design Snacks 2	<b>Creativity</b>	Ideation Techniques
<b>W6</b>	<b>Sep 25</b> <b>Due:</b> Reading Reflection 4 Screenshot Box Copy Text	<b>Origin of Gameplay</b>	Locating Gameplay
<b>W7</b>	<b>Oct 2</b> <b>Due:</b> Reading Reflection 5	<b>Who Plays Games?</b>	
<b>W8</b>	<b>Oct 9</b>	<b>Fall Break</b> No class. Because isn't the world our classroom?	

<b>W9</b>	<p><b>Oct 16</b></p> <p><b>Due:</b> Game Design Document B.2</p> <p>Reading Reflection 6</p>	<p><b>User Experience Approaches to Game Design</b></p> <p><i>Readings:</i></p>	
<b>SECTION: GAMES</b>			
<b>W10</b>	<p><b>Oct 23</b></p> <p><b>Due:</b></p> <p>Game Design Doc A.1</p> <p>Reading Reflection 7</p>	<p><b>Turbo History of Non-Videogames</b></p>	
<b>W11</b>	<p><b>Oct 30</b></p> <p><b>Due:</b></p> <p>Game Design Snacks 3</p> <p>Reading Reflection 8</p>	<p><b>Turbo History of the Videogame Industry</b></p>	

<b>W12</b>	<b>Nov 6</b> <b>Due:</b> Reading Reflection 9	<b>Genre</b>	
<b>W13</b>	<b>Nov 13</b> <b>Due:</b> 7 Degrees of Pac-Man Reading Reflection 10	<b>Game Design Formalisms</b>	
<b>W14</b>	<b>Nov 20</b> <b>Due:</b> Game Design Doc B.1 Reading Reflection 11	<b>Decision Making in Games</b>	

<b>W15</b>	<b>Nov 27</b>  <b>Due:</b>  Game Design Snacks 4  Reading Reflection 12	<b>Sports and e-Sport</b>	
<b>CLOSING</b>			
<b>W16</b>	<b>Dec 4</b>  <b>Due:</b>	<b>Final Exam</b>  To be announced.	

## Other Relevant Information

### ADA Statement

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, (810) 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

### Faculty and Student Responsibilities

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

### Non-Contract Note



Note: The syllabus is not a binding legal contract. The instructor may modify it when the student is given reasonable notice of the modification.

### **Plagiarism Software Policy**

Your professor may elect to use a plagiarism detection service in this course, in which case you will be required to submit your paper to such a service as part of your assignment.

### **Copyright Notice**

By participating in this course, students allow the instructor and the university to use materials submitted to the class for educational use, including but not limited to presentations and research conducted by the instructor.

### **Accommodation Policy**

The instructor shall offer no accommodation based on class content. Students must learn to negotiate personal beliefs with objectionable content in a professional manner. Should students require assistance in this they may solicit informal advice from the instructor, however no formal exceptions nor accommodations shall be provided for content.

### **Acknowledgements**

This syllabus is based on prior syllabi developed by Roger Altizer.

