

I. COURSE DESCRIPTION:

In order to create any game or interactive presentation it is imperative to understand gaming concepts and constructs. This course will provide the CICE student, with assistance from a learning specialist, develop an emerging understanding of how technological advances have altered game play and will provide the basis for predictions and preparedness for future game formats, iterations. Through this course the CICE student will achieve a greater understanding of how technological limitations drive the need to get the most out of resources. A particular focus on evolution of gameplay, evolution of target audience (including to serious games) will be explored in context with the Generations of Gaming (Origins in traditional (i.e. non-digital) games and computer research, Golden Age, Second Generation (1977-1983), Third (1985-89), Fourth (1989-96), Fifth (1994-1999), Sixth (1998-2006), Seventh (2004-?).

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student will demonstrate the ability to:

1. Critically research, reference and analyze art.
Potential Elements of the Performance:
 - Display ability to adequately research, and reference game art projects
 - Demonstrate the ability to analyze referenced art and effectively communicate unique characteristics and attributes
 - Based on researched materials communicate effectively the creative direction and rationale of new game art projects
2. Apply effective time management and artistic efficiency skills.
Potential Elements of the Performance:
 - Complete assignments on time
 - Develop assignments in an iterative, efficient manner
 - Respond effectively to changing and tight deadlines
3. Create game art assets matching targeted generational time periods.
Potential Elements of the Performance:
 - Develop art assets appropriate for game concepts targeting various video game generations.
 - Work within technical restrictions to achieve a desired artistic outcome.
4. Communicate (visually, verbally and in written form) with other artists,

potential employers, art directors and clients for the purposes of game art creation.

Potential Elements of the Performance:

- Develop artistically consistent game assets for given target platforms and designs
- Present art projects to groups of art peers
- Effectively listen to and follow directions

III. TOPICS:

1. The Origin of video games
2. First steps technology
3. First steps commercialization: Atari, Pong, Odyssey
4. Atari
5. Atari: The Golden Years
6. Second generation consoles
7. Activision
8. First true Icon carries video games into mainstream
9. Home Computers breed future programming visionaries
10. The First Story creates an industry leader
11. Graphical firsts
12. 3D Games
13. Rise of Sega, Playstation
14. The original XBOX, Playstation2, GameCube
15. MMO's and World of Warcraft
16. 7th generation consoles
17. Mobile games and assessing the future of video games

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

V. EVALUATION PROCESS/GRADING SYSTEM:

Assignments/Projects = 100% of final grade

Assignments/projects will constitute 100% of the student's final grade in this course. A missing assignment is equivalent to course objectives not achieved which results in an "F" (fail) grade for the assignment/project.

The following semester grades will be assigned to students:

Grade	<u>Definition</u>	<i>Grade Point Equivalent</i>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00

D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

VI. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Addendum:

Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

1. **COURSE OUTLINE AMENDMENTS:**

The faculty member reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

CICE Modifications:**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.