SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

CICE COURSE OUTLINE

COURSE TITLE: Game Art Studio I

CODE NO. : VGA104 **SEMESTER:** Fall
MODIFIED CODE: VGA0104

PROGRAM: Video Game Art

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MODIFIED BY: Susan Slabbert, Learning Specialist CICE Program

DATE: Sept/2016 **PREVIOUS OUTLINE DATED:** 2015

APPROVED: "Angelique Lemay" Sept/16

DEAN **DATE**

TOTAL CREDITS: Six

PREREQUISITE(S): None

HOURS/WEEK: Six

I. COURSE DESCRIPTION: Concentrating on using Adobe Photoshop and 3DStudio max the CICE student, with assistance from a learning specialist will be introduced to the world of game and texture for game creation. Creating game environments and textures that are both efficient and effective is the goal of this course. The final project in this course brings the two concepts together in the creation of a final 3D scene.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Design, model, light and layout convincing 3D game art assets.
   Potential Elements of the Performance:
   - Demonstrate the ability to navigate through the 3D software user interface
   - Understand and demonstrate the creation of 3D objects and the way 3D objects are formed.
   - Use extended primitives, splines, and other operations to create complex 3D objects
   - Identify and use relevant 3D digital lights in a scene
   - Demonstrate the ability to use a 3D camera in a scene to layout and render an image
2. Create assets for games using a variety of software applications
   Potential Elements of the Performance:
   - Demonstrate the ability to add modifiers and edit 3D assets
   - Create multiple objects and place them in a 3D environment
   - Use multiple software application in an efficient work flow to create textures and 3D assets
   - Develop an understanding of the capabilities of various software and create assets that maximize software potential
3. Create and add textures to 3D objects and environments
   Potential Elements of the Performance:
   - Demonstrate the ability to UV map 3D objects
   - Demonstrate the use of textures on 3D object
   - Understand and demonstrate the ability to texture 3D game assets
   - Create textures in digital editing software for use on 3D assets
   - Create and tile texture patterns
4. Use digital image editing software to create textures for games
   Potential Elements of the Performance:
   - Demonstrate the ability to create a custom texture. Also create textures under specific requirements.
   - Understand and display textures properly and the limitations of

them on objects.
- Use Image editing software as a part of a work flow in creating textures for objects.

III.

TOPICS:

1. Introduction to 3D software application
2. What makes up a 3D object, and how are 3D objects created?
3. Create and add textures to 3D objects
4. Lights, camera, render
5. Intro to image editing software
6. Using an efficient workflow to create a 3D scene
7. Understand terms and language related to 3D in the workplace

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:
RECOMMENDED TEXT:

3ds Max 2010 Bible (Paperback)
Kelly L. Murdock (Author)
ISBN-10: 0470471913

3ds max modeling for games
Andrew Gahan
Isbn: 978-0-240-81061-4

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	**Definition**	*Grade Point Equivalent*
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
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.