SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

CICE COURSE OUTLINE

COURSE TITLE: Prototyping I

CODE NO. : VGA202 **SEMESTER:** Winter
MODIFIED CODE: VGA0202

PROGRAM: Video Game Art

AUTHOR: Jeremy Rayment
MODIFIED BY: Susan Slabbert, Learning Specialist CICE Program

DATE: Jan 2017 **PREVIOUS OUTLINE DATED:** 2016

APPROVED: "Martha Irwin" Jan 2017

CHAIR **DATE**

TOTAL CREDITS: Four

PREREQUISITE(S):

HOURS/WEEK: Three

I. MODIFIED COURSE DESCRIPTION:

Developing a game prototype is the most effective way of communicating your game ideas before full development. This course will focus on creating art for game prototypes using an industry standard prototyping process. Students will also gain familiarity designing game mechanics and game systems using paper-based, and other non-digital forms of media.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the assistance of a learning specialist, will demonstrate the basic ability to:

1. Develop the ability to critically analyze games prototypes with regards to game mechanics, pacing and the direction of art.

   Potential Elements of the Performance:

   Discuss the main roles a video game prototype plays in the video game production process.

   Describe the video game prototyping process.

   Define and describe the meaning of the following terms:
   Video Game Prototype, Rapid, Iteration, Middleware, Cross Platform, Console, Playable, Single Player, Multiplayer, Online, Mobile, Temp, Low Resolution, High Resolution, Game Play, Game Play Mechanic, Input, Play Testing, Publisher, Game Design Document, Game Level, Pitch

   Describe the key uses and advantages that a video game prototype has for game designers, programmers, artists, and business/marketing executives.

   Describe the key differences between a video game prototype and a final video game production.

2. Develop an understanding of the roles game artists play by working effectively as a game artist within a team environment

Potential Elements of the Performance:

Discuss the roles a game artist plays in the development of a video game prototype.

Define and describe the meaning of the following terms:
Model Sheet, Concept Art, 2d Graphics, 3D Geometry, Texture Map, Normal Map, Light Map, Colour Map, Sky Domes, Line Art, Colour Palettes, Environments, Story Boards, Reference

Describe the key factors and differences between producing video game art for a prototype and producing video game art for a full video game production.

Describe the key differences between producing video game art on a small team versus producing video game art on a medium/large team.

3. Demonstrate the ability to design, present and play paper-based video game prototypes.

Potential Elements of the Performance:

Define and describe the characteristics of paper-based video game prototypes

Describe the key differences between producing a video game prototype on paper versus electronically.

Discuss the key advantages of producing a video game prototype on paper.

Create paper-based video game prototypes.

Present and play completed paper-based video game prototypes.

4. Design, create, and revise visually appropriate game assets for paper-based game prototypes.
Potential Elements of the Performance:

Research and design game mechanics and art assets for paper-based game prototypes.

Implement and revise game mechanics and art assets based on peer feedback.

Produce a final playable, polished game prototype complete with unique game mechanics and custom made art.

III. TOPICS:

1. The main roles a video game prototype plays in the video game production process.

2. The key uses and advantages that a video game prototype has for game designers, programmers, artists, and business/marketing executives.

3. The video game prototype process.

4. The key differences between a video game prototype and a final video game production.

5. The roles a video game artist plays in the development of a video game prototype.

6. The key factors and differences between producing video game art for a prototype and producing video game art for a full video game production.

7. The key differences between producing video game art on a small team versus producing video game art on a medium/large team.

8. The characteristics of paper-based video game prototypes and the differences between producing a video game prototype on paper versus electronically.

9. The key advantages of producing a video game prototype on paper. Creating paper-based video game prototypes.

10. Present and play a completed paper-based video game prototypes.

11. Implement and revised game art and mechanics based on peer feedback.

IV. RECOMMENDED RESOURCES/TEXTS/MATERIALS:

Challenges for Game Designers Non Digital exercises for Video Game Designers

Charles River Media; 1 edition (Aug 21 2008)
ISBN-10: 158450580X

ISBN-13: 978-1584505808

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.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.

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.