

I. 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 student will demonstrate the 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:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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.

1. Course Outline Amendments:
The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.
2. Retention of Course Outlines:
It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.
3. Prior Learning Assessment:
Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.
4. Accessibility Services:
If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Accessibility Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.
5. Communication:
The College considers ***Desire2Learn (D2L)*** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of this Learning Management System (LMS) communication tool.
6. Plagiarism:
Students should refer to the definition of "academic dishonesty" in *Student Code of Conduct*. Students who engage in academic dishonesty will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

7. Tuition Default:
Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of November, will be removed from placement and clinical activities due to liability issues. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

8. Student Portal:
The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.