



**I. COURSE DESCRIPTION:**

What is in a game? What are the component parts? Why are games played? Why are they fun and informative? In this course, the CICE student, with assistance from a learning specialist will work collaboratively with classmates to discover answers to some of these questions. Games will be examined and broken into component pieces for analysis. CICE students in this course will develop a rudimentary understanding of game play and game sequencing, development of stories and game pacing all through the use of a visual medium (storyboarding).

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

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

1. Research, write and produce game concepts, visual equations pitches, presentations and storyboards.

Potential Elements of the Performance:

- Research, identify, analyze and document game components
- Write and produce game concept documents
- Develop game visual equations
- Design and produce game pitches and presentations
- Design and produce storyboards

2. Co-ordinate and present game pitches to peer groups.

Potential Elements of the Performance:

- Demonstrate ability to organize a game art and design team
- Demonstrate ability to work in a given role
- Demonstrate ability to clearly vocalize, communicate, and rationalize game concepts and visuals

3. Apply effective business practices and time management skills appropriate to his/her position in the game art industry.

Potential Elements of the Performance:

- Complete the requirements for projects related to each of the stages of game development within the scheduled time allocated
- Demonstrate ability to handle multiple projects and priorities effectively
- Demonstrate awareness of level of polish necessary and desirable for a given art asset

4. Follow project directions and limitations as set out by game directors.

Potential Elements of the Performance:

- Function as an effective member of an art team, in both leadership and subordinate roles
- Demonstrate ability to work within a variety of art styles
- Demonstrate ability to listen closely to directions provided
- Display willingness to ask questions when necessary
- Demonstrate ability to respect and respond to the decisions of team leads

5. Work effectively as a game artist to meet objectives within a team environment.

Potential Elements of the Performance:

- Work effectively as part of a team in a number of group projects
- Demonstrate ability to adapt to the changing roles and responsibilities of colleagues in team projects
- Demonstrate ability to offer and receive constructive criticism
- Complete assigned tasks on time and at or above expectations
- Remain a positive influence on team members when faced with unexpected challenges

6. Employ appropriate uses of traditional and digital media within the game art context.

Potential Elements of the Performance:

- Demonstrate ability to produce storyboards using a combination of digital and traditional art techniques
- Produce concept work in a traditional medium, which is then developed further in a digital medium

7. Design and progress a storyboard-based game project through all phases of the game development process.

Potential Elements of the Performance:

- Demonstrate working knowledge of all phases of the game development process
- Demonstrate ability to take criticism and effectively make positive change
- Meet project deadlines to expected quality standards

### III. TOPICS:

1. The Structure of Games
2. Formal Elements
3. Dramatic Elements
4. Studio Culture
5. The Concept Pitch
6. Critical Game Analysis
7. Storyboarding as design element
8. Concept Art in Design Process
9. Interrelationship of Elements
10. The Prototype
11. The Pre-production phase
12. The Production Phase
13. Milestones
14. Requirements of Alpha
15. Requirements of Beta
16. Porting
17. Mobile games and other platforms
18. Marketing Materials
19. Requirements for Launch (Gold)

#### 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:

<b>Grade</b>	<b><u>Definition</u></b>	<i>Grade Point Equivalent</i>
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.