

I. MODIFIED COURSE DESCRIPTION: *This course is a continuation of Game Art Studio 1. The aim is to develop efficient 2D and 3D assets for games. Students will also learn proper workflow techniques while creating game assets.*

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. Understand and use texturing/modeling techniques to create detailed game assets.

Potential Elements of the Performance:

- Demonstrate the ability to create high detailed textures for low polymodel use.
- Effectively using references to create 2D and 3D assets
- Understand and study pros and cons of texturing game assets.

2. Understand and study low polygonal modeling techniques to create video game assets.

Potential Elements of the Performance:

- Create optimized and efficient 2D textures and 3D models
- Demonstrate the use of box modeling to create low poly models
- Demonstrate the ability to add optimized and efficient textures to 3D models
- Create multiple low poly objects and place them in a low poly 3D environment
- Understand and study pros and cons of low poly modeling

3. Learn how to texture and light 3D models

Potential Elements of the Performance:

- Demonstrate the ability to add mapping modifiers to objects.
- Demonstrate the use of the uv unwrap modifier to create a uv template.
- Create a final texture to be used on a 3D model.
- Using an efficient workflow between software programs to create textures for use on a unwrapped model
- Demonstrate the ability to create and showcase a 3D game asset with a 3-point lighting scheme.

4. Learn how to design and produce modular game assets

Potential Elements of the Performance:

- Demonstrate the ability to design and produce seamless textures
- Understand how Power of 2 relates to game art and textures
- Create a design blueprint of 3D modular game assets
- Create a model sheet for 3D modular game assets

- Design, produce and assemble finished 3D modular game art assets

III. TOPICS:

1. Texturing modeling pros and cons
2. Low poly modeling for video games
3. Unwrapping a 3D model
4. Creating textures for video games
5. Photoshop and 3D Studio Max workflow
6. Modular game assets design and production

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

Recommended Books:

3D game textures: Create Professional Game Art

Luke Ahearn B001JRWIBC (Author)

ISBN-10: 0-24080768-5

ISBN-13: 978-0-240-80768-3

3D Game Environments: Create Professional 3D Game Worlds

Luke Ahearn B001ILIBAQ (Author)

ISBN:978-0240808956

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>
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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.

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.

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.