



COURSE OUTLINE: VGA105 - HISTORY OF VIDEO GAM

Prepared: Thomas Henshell

Approved: Bob Chapman, Chair, Health

Course Code: Title	VGA105: HISTORY OF VIDEO GAMES
Program Number: Name	4008: GAME - ART
Department:	VIDEO GAME ART
Semesters/Terms:	20F
Course Description:	Where did popular game franchises like Call of Duty, League of Legends, Grand Theft Auto, Zelda, World of Warcraft, and The Sims come from? What were the technological and design advances that enabled new genres of games to be created? What are the popular genres now, and why did previously dominant genres fizzle out? In this course students learn the key technological milestones that advanced the games industry through eight generations. Along the way we highlight specific game designers that made major contributions to the medium. We then dive in and understand the key elements and design advances in 10 game genres: from role-playing games to sports, to mobile puzzle games. Students will have a well rounded view of the games industry, and where it came from
Total Credits:	3
Hours/Week:	2
Total Hours:	30
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Substitutes:	VGA100
Vocational Learning Outcomes (VLO's) addressed in this course: Please refer to program web page for a complete listing of program outcomes where applicable.	4008 - GAME - ART VLO 1 Identify the differences in game genres in order to develop games that meet the needs of specific markets. VLO 2 Situate emerging trends within a historical context of games and interactive media to adapt relevant concepts, vocabulary and frames of reference. VLO 3 Identify and relate concepts from a range of industry roles, including programing, design and art to support the development of games. VLO 5 Develop strategies for ongoing personal and professional development to enhance work performance in the games industry. VLO 6 Perform all work in compliance with relevant statutes, regulations, legislation, industry standards and codes of ethics. VLO 7 Use game concepts to support the ongoing iteration, creation, design and development of games.
Essential Employability Skills (EES) addressed in this course:	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective

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	communication.												
	EES 4 Apply a systematic approach to solve problems.												
	EES 5 Use a variety of thinking skills to anticipate and solve problems.												
	EES 6 Locate, select, organize, and document information using appropriate technology and information systems.												
	EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.												
	EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.												
	EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.												
	EES 10 Manage the use of time and other resources to complete projects.												
	EES 11 Take responsibility for ones own actions, decisions, and consequences.												
General Education Themes:	Arts in Society												
	Science and Technology												
Course Evaluation:	Passing Grade: 50%, D												
	A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.												
Course Outcomes and Learning Objectives:	<table> <tr> <th>Course Outcome 1</th><th>Learning Objectives for Course Outcome 1</th></tr> <tr> <td>1. Identify and analyze the historical significance of game designs, mechanics, and art assets</td><td>1.1 Distinguish between different genres and time periods in Game Art. 1.2 Analyze the relevance of unique art characteristics, and the historical influences of a time period. 1.3 Discuss and analyze the significance historical influences in modern Game Art assets</td></tr> <tr> <th>Course Outcome 2</th><th>Learning Objectives for Course Outcome 2</th></tr> <tr> <td>2. Analyze and understand the core features of each game genre.</td><td>2.1 Analyze and show an understanding the player expectations in each genre in order to employ appropriate visual strategies. 2.2 Understand the interplay between game feature and visuals</td></tr> <tr> <th>Course Outcome 3</th><th>Learning Objectives for Course Outcome 3</th></tr> <tr> <td>3. Develop personal and professional strategies and plans by referencing research sources in oral and written presentations</td><td>3.1 Make informed art assets based on cited research as it applies to a targeted platform and design. 3.2 Discuss and defend findings of game asset aesthetics with peers. 3.3 Develop an understanding to when to adhere to genre expectations, and when to subvert them. 3.4 Show an ability to effectively contribute to a game`s design mechanics</td></tr> </table>	Course Outcome 1	Learning Objectives for Course Outcome 1	1. Identify and analyze the historical significance of game designs, mechanics, and art assets	1.1 Distinguish between different genres and time periods in Game Art. 1.2 Analyze the relevance of unique art characteristics, and the historical influences of a time period. 1.3 Discuss and analyze the significance historical influences in modern Game Art assets	Course Outcome 2	Learning Objectives for Course Outcome 2	2. Analyze and understand the core features of each game genre.	2.1 Analyze and show an understanding the player expectations in each genre in order to employ appropriate visual strategies. 2.2 Understand the interplay between game feature and visuals	Course Outcome 3	Learning Objectives for Course Outcome 3	3. Develop personal and professional strategies and plans by referencing research sources in oral and written presentations	3.1 Make informed art assets based on cited research as it applies to a targeted platform and design. 3.2 Discuss and defend findings of game asset aesthetics with peers. 3.3 Develop an understanding to when to adhere to genre expectations, and when to subvert them. 3.4 Show an ability to effectively contribute to a game`s design mechanics
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Evaluation Process and Grading System:	<table> <tr> <th>Evaluation Type</th><th>Evaluation Weight</th></tr> <tr> <td>Assignments / Projects</td><td>100%</td></tr> </table>	Evaluation Type	Evaluation Weight	Assignments / Projects	100%								
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Date:	June 23, 2020
Addendum:	Please refer to the course outline addendum on the Learning Management System for further information.

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