

(705) 759-2554, Ext. 2681

I. COURSE DESCRIPTION:

Expanding on concepts learned in Prototyping 1 the student will be faced with more complex challenges using an industry standard game development tool as a prototyping tool with a focus on rapid iterative design.

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 with regards to game mechanics, pacing and the direction of art.

Potential Elements of the Performance:

Identify and analyze obstacles translating paper-based video game prototypes into digital video game prototypes.

Define and describe the use of the following terms:

Dice, Score Cards, Game Play Cards, Timing, Game Boards, Tokens.
Pacing, Rewards, Achievements, Inventory, Cut Scenes, Narrative, Score,
Sound Effects, Balance

Describe the key game play challenges translating a paper-based prototype into a digital video game prototype.

Describe the key art challenges a video game artist must face when translating a paper-based video game prototype into a digital video game prototype.

2. Create assets for games using a variety of software applications with a focus on optimizing assets for prototypes

Potential Elements of the Performance:

Use industry standard graphics applications to optimize video game prototype art assets for Adobe Flash.

Define and describe the meaning of the following terms:

RGB, CYMK, vector graphic, raster graphic, alpha, .png, .jpeg, .gif, .swf, .psd, transparency, blend modes, progressive mode, matte, colour palette, 24 bit, 8 bit, image sequences

Identify specific graphic situations when it is best to utilize vector graphics in video game prototypes.

Identify specific graphic situations when it is best to utilize raster graphics in video game prototypes.

Use industry standard image export commands to successfully output video game art assets to an industry standard game development application

3. Design and create visually appropriate 2D game assets including concept art, storyboards, and digital assets.

Potential Elements of the Performance:

Demonstrate the ability to use industry standard graphics and game development applications to layout and compose basic video game prototype screen designs and user interface elements.

Define and describe the meaning of the following terms:

HUD, User Interface, Health Bars, White Space, Text Label, Text Area, Typography, Kerning, Leading, Composition, Visual Communication, Backgrounds, Negative Space, Pop Up, Scroll Bars, Menus, Feel, Proximity, Alignment, Repetition, Contrast

Use pre-built video game art assets to layout and compose an entry level User Interface.

Use your own game art assets to layout and compose both a win screen User Interface and a loose screen User Interface.

4. Create assets for games using a variety of software applications with a focus on animation and special effects.

Potential Elements of the Performance:

Demonstrate the ability to Create special effects and animation to give your video game prototype added visual appeal.

Define and describe the meaning of the following terms:
Motion Editor, Filters, Masking, 2.5D, Path Animation, Onion Skin

Animate a video game studio logo using at least one special effect sequence.

Animate a video game transition sequence using at least 3 graphic elements and at least 3 different special effects.

5. Demonstrate the ability to communicate (visually, verbally and in written form) with other artists, potential employers, art directors and clients for the purposes of game art creation.

Potential Elements of the Performance:

Translate a paper-based video game prototype into a completed digital video game prototype.

Present a completed digital video game prototype showcasing all iterations of art.

Rationalize creation/art direction for final video game art assets produced.

III. TOPICS:

1. Obstacles translating paper-based video game prototypes into digital Video Game Prototypes
2. The key game play challenges translating a paper-based prototype into a digital video game prototype.
3. The key art challenges a video game artist must face when translating a paper-based video game prototype into a digital video game prototype
4. Using industry standard graphics applications to optimize video game prototype art assets for industry standard game development applications.
5. Using industry standard graphics and game development applications to layout and compose basic video game prototype screen designs and user interface elements.
6. Creating special effects and animation to give your video game prototype added visual appeal.
7. Utilizing industry standard game development applications to translate a

paper-based video game prototype into a completed digital video game prototype.

IV. RECOMMENDED RESOURCES/TEXTS/MATERIALS:

Recommended reading

The Non-Designer's Design Book:

Design and Typographic Principles for the Visual Novice

Publisher: Peachpit Press; 1 edition (Jan 25 1995)

ISBN-10: 1566091594

ISBN-13: 978-1566091596

How to Cheat in Adobe Flash CS4: The art of design and animation

Publisher: Focal Press; Pap/Cdr edition (April 2 2009)

ISBN-10: 0240521315

ISBN-13: 978-0240521312

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%	4.00
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:

DEDUCTIONS – LATES, EXTENSIONS AND FAILS

Lates:

An assignment/project is considered late if it is not submitted at the time and date specified by the instructor. A late assignment/project will automatically be penalized by a 10% deduction. Late assignments/projects will not be accepted one week past their initial due date. Any assignments/projects not submitted within one week of their initial due date will automatically be assigned a fail grade (F).

Extensions:

The instructor may grant extensions for assignment/projects under exceptional circumstances (e.g. death in the family or serious illness). An extension, when offered, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the current semester.

Fail:

A fail grade (F) is assessed to an assignment/project that has not been executed to a minimum satisfactory "D" grade level or in which the directions have not been followed correctly.

Attendance:

Significant learning takes place in the classroom setting through an interactive learning approach; therefore students are expected to attend all classes and inform the instructor of an anticipated absence. Attendance is mandatory for this course to ensure the course requirements and objectives are met.

A total absence of 3 classes for the semester will be tolerated. After 3 absences penalties will take effect, an additional 10% will be deducted from the final grade for this course per class missed.

i.e. 4 classes missed = 10% deduction from final grade

5 classes missed = 20% deduction from final grade

All in class work is based on the instructor's observation and record of the student's performance in the following areas:

- ability to follow directions set forth by the instructor
- attitude and conduct - students should be courteous, respectful, teachable, and considerate of the instructor and other students. They should also strive for a creative atmosphere and keep the work place neat.
- participation in class projects and discussions
- attendance and handing in work on time

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.

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.

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.

Disability 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 Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers **WebCT/LMS** 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 the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may (i) issue a verbal reprimand, (ii) make an assignment of a lower grade with explanation, (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”, (iv) make an automatic assignment of a failing grade, (v) recommend to the Chair dismissal from the course with the assignment of a failing grade. 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.

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. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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. *<Optional: It is the departmental policy that once the classroom door has been enclosed, the learning process has begun. Late arrivers will not be granted admission to the room.>*

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 *<choose November, March, or June>* will be removed from placement and clinical activities. 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.

<include any other special notes appropriate to your course>