

New Course Proposal Form

Directions:

- A. Complete this form.
- B. Attach a syllabus or course guidelines that includes
 - a. list of measurable student learning outcomes
 - b. information on how outcomes will be assessed including descriptions of reading and writing activities, projects, presentations, testing, etc
 - c. list of course requirements such as attendance, assignments, etc
- C. Have your proposal reviewed by the appropriate department and school/college committee.
- D. Submit your proposal to the University Curriculum Committee in care of the Office of Academic Affairs.

Form information:

1. Department/Program: Electronic and Photographic Media
2. Course Information: ANIM / 3150 / Special Topics
Prefix Number Title
1-3 / Vary with course content
Credit Hours Prerequisites

3. Catalog Description for the catalog: (This description should briefly describe the basic content of the course as it will be offered.)

This course is designed to periodically offer feature topics in animation not covered by regularly offered courses; courses dedicated to narrow aspects of the discipline, time dependant materials, or guest lecturers. May be repeated for credit if content differs. Prerequisites vary with topic.

4. May students repeat this course for credit? If so, are there limits?
Yes this course may be repeated for credit if content differs.

Limitations -- We don't require these courses and so these courses count only as electives.

5. What is the rationale for adding this course?
 - a. How does it support the philosophy and enhance the curriculum of your department?

These topics courses are a necessary part of Electronic and Photographic Media. All majors in the area AUDI 3150, EPMD 2000, EPMD 3000, EPMD 4000, FILM 3150, FLST 3160, INTM 3150, PHOT 4030, PHOT 4190, PHOT 4200, VIDE 3150 offer topics courses. They serve as a method to provide highly specialized, or time dependent materials that do not fit within the required components of the major. These courses include guest lecturers and speakers, prior to this course proposal these courses existed as INTM 3150 Special topics. Under this designation we have taught courses in Character Animation, Game Theory and Design and Animation and Visual EFX for our animation students.

- b. How does it relate to the overall University curriculum?

Topics courses often highlight the very best that Webster has to offer. They show off our ability to bring in some of the finest professionals that the industry has to offer. They also clearly indicate an interest on the part of the University to evolve as our materials and external connections evolve.

6. Should this new course be considered for General Education coding? NO
If yes, attach the Application for General Education Coding Form.

7. Staffing requirements:

- a. Qualifications necessary for instructor Vary by topic
- b. What staffing changes, if any, will be necessary to offer this additional course?
NONE

8. When will this course be initiated? Summer ~~Fall~~ 08 _____ How often will it be taught?
Fall/Spring _____ What sites are likely to offer this course? The main campus would be the primary location, but these classes are by their nature portable.

9. Does this course affect degree requirements in your, or any other, department/program's major, emphasis, minor, or certificate. NO
If yes, please attach corrected catalog copy for approval.

10. List any existing University course(s), undergraduate or graduate, which are similar in title and /or subject matter and explain how this course differs from them.

All majors in the area AUDI 3150, EPMD 2000, EPMD 3000, EPMD 4000, FILM 3150, FLST 3160, INTM 3150, PHOT 4030, PHOT 4190, PHOT 4200, VIDE 3150 offer topics courses. These courses are similar in structure, but offer obviously distinct topics.

11. Are University resources adequate to support this course? (library holdings, space, specialized, equipment, etc.) YES If not, what additions are necessary?

12. What course(s), if any, will be dropped to make room for this course? NONE

13. What entities (department, college/school) have reviewed and approved this proposal?
School of Communication, Department of Electronic and Photographic Media

Signatures:

[Signature] / 2/25/08
Department/ Program Chairperson Date

[Signature] / 2/28/08
Dean of College/School Date

_____/_____
Chair/Curriculum Committee Date

Gaming: Theory and Design (INTM 3150) Webster University Fall 2007

Web Address—

www.stlgamer.com

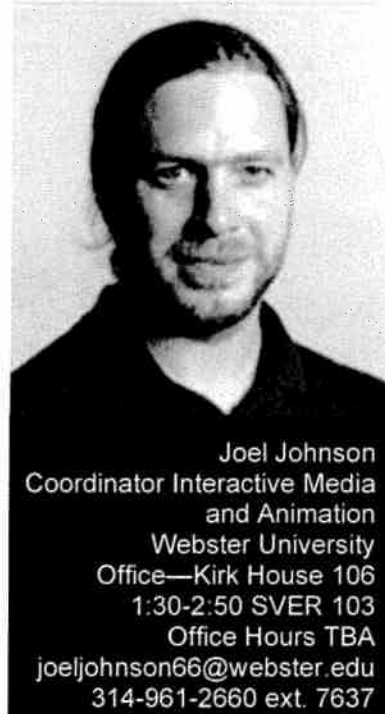
Texts—

A Theory of Fun
Raph Koster ISBN# 1932111972

Game Architecture and Design
Andrew Rollings & Dave Morris
ISBN#0735713634

Class fees will be used to establish an in-class game library.

Additional materials will be made available either through library, or the course website.



This course is designed to give students an overview of gaming and game development. Students will learn about gaming history, game design, psychological, sociological, physiological, and economic aspects of games and gaming. A strong emphasis of this class will be on deconstruction and critique of popular console games and genres. Students will also examine gaming trends to answer the question “What’s next?” Prior video game experience is recommended, but not required.

Outcomes

- Students will demonstrate an understanding of the cognitive requirements, effective patterns, balance issues, and audience demands that make a game “fun”
- Students will demonstrate proficiency at evaluating and critiquing game titles and genres
- Students will demonstrate the ability to create a game proposal after class and instructor review of a draft game proposal

Grades

Assignments (8 at 75 pts. each)	600
Reviews	
Papers (2 at 100 pts each)	200

- Theory of Fun
- Gaming Industry

Final Game Proposal	200
Total	1000 points

Week 1

Introductions

Gamer debriefing

Lab fee discussion

Web resources—Set up blog for class

Photos for role sheet

State of gaming—Accelerometers, real time physics simulations, social gaming, and chrome chrome chrome,

Demo

Lab fee orders set

Verify blog functionality—Adding .doc files and pictures

Intro to “Fun”

Read the first half of Koster

Reviewing games critically

Intro to Library—Gaming collection and gaming room

Assignment 1—check a game out from the library’s collection and review it—you must post your review to stlgamer.com DUE -- 1 WEEK

Week 2

Lots of “Fun”

Discussion—Questions from the “Fun” Assignment

Handout pack—IGDA Game Submission Guide (SKIM AND SAVE FOR LATER) +

Game review discussions

Assignment 2— if you have received your own game review it, otherwise check a game out from the library’s collection and review it—you must post your review to stlgamer.com DUE -- 1 WEEK

More “Fun”

Read the 2nd half of Koster

Game Extras Splinter Cell, Company of Heroes, AOE III, Gears, etc.

Week 3

Last half of “Fun”

Paper—A theory of fun—answer a question from the assignment sheet and discuss in 500 words or less. Make sure to refer to Koster, and provide examples from games and your own life to elaborate on your point. Due in 2 weeks
GameTrailers.com

Week 4

Wrapping up the “Fun”
Last chance to have a “Fun” discussion

Second-Life Day

Week 5

Forming the idea—Feral—Group work on a solid base idea using a whiteboard—What are the parts of games?

“Fun” paper DUE

“Fun” Debriefing

Start thinking about initial proposal—1-2 pages informal—just get out the rough outline of an idea—each student must critique at least 3 other projects – initial proposal due 2 weeks – critiques Due in 3 Weeks

Read Chapter 1 & 2 in Game Architecture for next week

Week 6

Game Architecture & Design—Creative Process—Genres--
Ideas—students’ basic ideas—Brainstorming on the whiteboard ala “feral”

Game Architecture & Design—Plot, character, setting, theme, treatment, analysis, evaluation, USPs, Justification, and feasibility
Ideas—students’ basic ideas

Week 7

Game Architecture & Design—Core Design, Goals, Collection Examples, Multiple objectives, ?s
Ideas—students’ basic ideas

Initial Proposals DUE

Read GameDev article

Game Demos, trailers, play

Week 8

GameDev Article—Jobs, schools, internships, etc. What's out there? PopTop, Simutronics, Midway (Chi), San Antonio, West Coast—digipen, SCAD, etc.—Creative Heads, SIGGRAPH, GDC, E3, etc.

GameDev Article—Day in the life, Programmers, Designers, Artists, Animators, QA
Proposal Critiques Due
Read Game Architecture Chapter 3

Week 9

Intro to game spec—Features, Gameplay, Interface, Rules
Features—Case Study 2.4—Chrome
Game Demos, trailers, play—Show some chrome

Intro to game spec—Level Design—Nonlinear Level Design

Game Demos, trailers, play—Level Design—Prototypes
Assignment 3—review a game—you must post your review to stlgamer.com DUE -- 1 WEEK

Week 10

Gameplay—Dominant strategy problem—Near Dominance—Creating interesting choices—Case Study 3.1—Investments—Versatility—Impermanence—Shadow costs—Synergies

Interactivity

Game Demos, trailers, play—Interactivity—Splinter Cell, WOW, Harvest Moon, Wii sports
Read Game Architecture Chapter 4
Assignment 4—review a game—you must post your review to stlgamer.com DUE -- 1 WEEK

Week 11

Detailed Design—Case Study 4.1—Designers notes, Tiers & Testbeds, MiniSpec example—Case Study 4.3
Read Game Architecture Chapter 5

Week 12

Game Balance—3 types of balance
Looking at proposals

Week 13

Looking at other student proposals
Pushing the limits—Creative game examples class

Group game proposal discussions

Week 14

Class proposal discussions

Class proposal discussions

Week 15

Game Demos, trailers, play

Open Lab

Week 16
Proposals

University Grading Standards: The Undergraduate Catalog provides these guidelines and grading options:

A, A- Superior work in the opinion of the instructor

B+, B, B- Good work in the opinion of the instructor

C+, C, C- Satisfactory work in the opinion of the instructor

D+, D Passing, but less than satisfactory work in the opinion of the instructor

I Incomplete work in the opinion of the instructor. If an Incomplete grade is submitted by the instructor, the student and the instructor must have an agreed upon deadline for completion of the required work.

ZF An incomplete which was not completed within one year of the end of the course. All Incompletes should be completed within a much shorter period of time before the automatic ZF is entered on the student's transcript. This grade of F cannot be undone.

F Unsatisfactory work in the opinion of the instructor

W Withdrawal from the course

University Policy Statements:

This course is governed by the University's policies, as published in the University catalog.

Academic Honesty: The University is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university catalog for a definition of academic dishonesty and potential associated disciplinary actions

Drops and Withdrawals: Please be aware that the Drop/Add and Withdrawal dates are listed each semester on the University website, in the University catalog and in the Course Description book. If the course is dropped within the Drop/Add period, no notation of the course will appear on the student's transcript. Withdrawals take place after the published Drop date and a "W" in the course will appear on the student's transcript.

Special Services: If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this course so that these can be provided.

Disturbances: Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and fellow students with dignity and respect, especially in cases where diversity of opinions arise.

Student Assignments Retained: Some random student assignments or projects will be retained by the School of Communications for the purpose of academic assessment as it relates to student learning outcomes. In every such case, the student's name and all identifying information about the student will be removed from the assignment or project.

Contact hours for this course: It is essential that all classes meet for the full instructional time as scheduled. A class cannot be shortened in length without rescheduling and/or make up activities.