San José State University
Department of Art & Art History,
Department of Computer Science
Art/CS 108, Section 1, Fall, 2019

Course and Contact Information

Instructor:	James Morgan
Office Location:	ART 325
Telephone:	408-924-4590
Email:	james.morgan@sjsu.edu (preferred contact)
Office Hours:	M/W 1345 – 1445
Class Days/Time:	M/W 1800 - 1915
Classroom:	ART 135

Additional Contact Information

* E-mail is generally the best method of contact during non-office hours.

* Please allow 48-hours for an e-mail response.

* Emergency: 911 Campus Escort: 42222

* Individuals with disabilities may contact the Disability Resource Center (DRC), Administrative Building 110, 408/ 924-6000, for a variety of formats such as Braille, large print, sign interpreters, assistive listening devices, audio tape and accommodations for physical accessibility.

Course Format

This course will be taught primarily face to face, but students are expected to have reliable Internet connections for use of the CANVAS Learning Management System (CANVAS or LMS) and for use of online resources.

Course Description

Introduction to the systems, design, history, and cultural analysis of games with emphasis on development, technological literacy, markets and impact on society.

In this course we shall read about, write about, play and design traditional paper based and video games.

Course Goals and Student Learning Objectives

Upon successful completion of this course, students will be able to:

LO1 Demonstrate an appreciation for the cultural value of the technologies and strategies used in games through writing and projects;
LO2 Investigate and research user experiences of their own games and those of others;
LO3 Apply researched information to improve player experience;
LO4 Speak and write clearly about their own and others' work;
LO5 Demonstrate and apply technological and information literacy;
LO6 Translate different kinds of subject matter into gaming environments;
LO7 Create original and creative content through the medium of games.

Required Texts/Readings

Introduction to Game Design, Prototyping, and Development: From Concept to Playable Game with Unity and C#, 2nd Edition, Jeremy Gibson Bond, eText ISBN 9780134659886, print text ISBN 9780134659862

Note that I have no control over this, but as of this moment the text is available through SJ Library: https://learning.oreilly.com/library/view/introduction-to-game/9780134659909/cover.xhtml

Library Liaison

Gareth Scott
email: gareth.scott@sjsu.edu
phone: (408) 808-2094
Dr. Martin Luther King, Jr. Library
4th Floor Administration Offices
http://libguides.sjsu.edu/GameStudies

Course Requirements and Assignments

"Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus."

General Advice –

Fail early and fail often. If you take chances in your proposal and draft there is always room to fix it in your final. A mediocre idea that is work-shopped through your peers on time creates a better project then an amazing idea that is realized the night before. Game development is a process of iteration.

Assignments and Grading Policy

Game labs- 20%
Game labs are structured play or design sessions often followed by brief reflective writing, and in-class discussion. These sessions are done as a group and are very difficult to make up. These sessions build community, vocabulary and expertise. LO2, LO3.

Blog - 20%
Students will be asked to maintain a weblog to publically post writings and responses to readings. Students will write no less than 200 words (approximately one 'typed' page and include images). Points will be given for both postings and peer review. The blog is to gain familiarity talking, in your own voice about game related subjects and reporting publicly on class activites. LO1, LO4, LO5.

Participation - 10%
Active participation within groups and in discussion is expected. Performance can be tracked in CANVAS beginning the second week of class. LO4

Game 1: paper prototype – 10%
Design, play test and turn in a paper based game using the readings and your group as a development guide. Games will be evaluated according to the game rubric. LO1, LO2, LO3, LO4, LO5, LO6, LO7.

Game 2: videogame prototype - 10%
Design, play test and turn in a digital game using the readings and your group as a development guide. We shall use the Unity game engine for this prototype so that we can see the advantages of a toolkit. Games will be evaluated according to the game rubric. LO1, LO2, LO3, LO4, LO5, LO6, LO7.

Midterm -10%
Midterm will cover essential vocabulary and concepts. LO1.

Final - Paper, Presentation, Game or Exam – 20%
The final project of this course will be negotiated between the individual and the instructor. It may be a formal paper, presentation (video or in person), third game. This form will be determined by the midterm. LO7.

Grading Policy

Projects

Game Rubric:

	2	1	0
technical	Project exhibits appropriate skill, and innovation or extraordinary improvement in skill level and handling of the techniques compared to drafts and previous projects.	Project exhibits some skill or moderate improvement in skill level and handling of the techniques as measured from the drafts and previous projects.	Project is sloppy, rushed or broken.
aesthetic	Project exhibits considerable or extraordinary understanding of appropriate aesthetics. Formal elements support conceptual theme of project.	Project exhibits a working understanding appropriate aesthetics for project. Formal elements partially support conceptual theme of project.	Little or no consideration for the visual qualities of the work.
conceptual	Project exhibits a depth of knowledge and theme. Extraordinary relevancy and knowledge of subject. Visual elements support an idea.	Ideas represented in project are not clear or not fully realized.	Project is shallow and shows no consideration for a central idea.
publish	Readable and relevant to the work, the writing provides insights and clarity to the nature, production or ideas about the work. Play is clear or well taught.	Writing is unclear or unnecessarily short, contributes little to meaning or understanding of work. Interface / play is mildly confusing.	Writing is not readable, not understandable, not in English or not present. Play is not understood or explained.
project direction or process	Attention to details of project description and intention, deviations are pre-approved by instructor.	Project requirements are taken into consideration but work deviates from assignment without pre-approval of instructor.	Little or no requirements of project assignment are exhibited.

Letter Grade	Range
A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	65-66
F	0-64

Final Examination or Evaluation

See course schedule for final periods, peer review and presentation is required on multiple dates to satisfy the final project requirements.

Please note: Except in cases of documented emergencies, incomplete grades are not given in this course.

"All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades." See University Policy F13-1 at http://www.sjsu.edu/senate/docs/F13-1.pdf for more details.

Additional Note:

This syllabus is subject to change, in the event of unforeseen circumstances, or in the case that changes will significantly enhance the quality of the course. Students will collectively have the opportunity to shape the ways in which the course unfolds.

Department Advising

For information about majors and minors in Art & Art History, for change of major/minor forms and a list of advisors: http://www.sjsu.edu/art/ or the Art & Art History department office in ART(H)/(PHOT) 116, 408-924-4320, art@sjsu.edu

Classroom Protocol

Student Responsibilities

● Students are responsible for all information presented in lectures and demonstrations, and through assigned readings and web related research.
● Students will present and critique their projects, drafts and proposals in class and on-line.
● Students are responsible for finding time to complete assignments using their own computer.
● Students are responsible for actively engaging in the course material by completing all course assignments and readings on time.
● In the course of the semester we will undoubtedly talk about things, which are not in the mainstream and may be controversial. If at any time you find the subject or content of this course objectionable you are encouraged bring that into the discussion. If however you find a presentation offensive you are permitted to quietly, without disrupting the class, excuse yourself. It is then your responsibility to contact the instructor for make-up work.
● Additionally students are responsible for their own well-being. If you need help, it is your responsibility to ask for it.

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Late Assignments

Assignments are to be turned in on time and complete. An assignment will not be considered complete until all elements are uploaded and fully working. Assignments that are turned in on time may be redone for full credit until the last week of class. It is most important to present your work publically. Note that project presentation days are mandatory, if a project is not presented on a critique day it may be considered late. Late assignments may receive a one-time one point or 10% penalty.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/

Polling Technology

I will be using REEF Polling as a student response system in class this term. REEF Polling helps me to understand what you know and gives everyone a chance to participate in class. I will use REEF Polling to keep track of participation. Participation with REEF Polling will account for no more than 10% of the final grade.

Device Options:
You will have several options available to participate in clicker sessions, all options are available to you at **NO COST**: REEF Polling App: Allows you to use your smart phone, tablet, or even laptop in class as a clicker to participate. Clicker Remote: You can request to borrow a Clicker remote from eCampus (eCampus@sjsu.edu) for free. Remotes are to be returned to eCampus at the end of the semester.

Art/CS 108 Fall 2019, Course Schedule

This schedule is subject to change with fair notice. All changes will be publicly announced in the class forum and noted in CANVAS.

Week	Date	Topics, Readings, Assignments, Deadlines
0	Aug 21	Intro / prototyping exercise Adopt a classic arcade game: https://archive.org/details/internetarcade
1	Aug 26	DUE: Blogpost 1: Description of Play: Arcade Game ludology (what is a game, what is play, how is it related to culture?) game lab 0 (Design a game Today!) **(IGDPD) CH 1:** Thinking like a designer.
1	Aug 28	playing games, writing that is useful to designers – (Session Reports) http://boardgamegeek.com **(IGDPD) CH** 7: Acting like a designer
2	Sep 2	Labor Day
2	Sep 4	EXERCISE: game lab 1 (card game/board game/ physical game) **(IGDPD) CH 8** design goals
3	Sep 9	Blogpost 2 Due Boardgame Lab **(IGDPD) CH 9** paper prototyping
3	Sep 11	game design 1 (paper prototype)
4	Sep 16	Board Games / Card Games **(IGDPD) CH 10** game testing
4	Sep 18	Paper prototype playtest Blog 3 (Paper Prototype) Writing rules
5	Sep 23	Game Analysis: MDA; DUE: Reading: MDA Framework: http://www.zubek.net/robert//publications/MDA.pdf **(IGDPD) CH 2** game analysis frameworks
5	Sep 25	EXERCISE: game lab 2 – video game play Blog 4 (Video Games Played)
6	Sept 30	video game engines/ toolkits **(IGDPD) CH 11** math and balance & **(IGDPD) CH 12** guiding the player
6	Oct 2	Unity Demo
7	Oct 7	game design 2 Video Game Design Document **(IGDPD) CH 14** agile & **(IGDPD) CH 15** industry
7	Oct 9	virtual worlds / MMORPG History of Video Games
8	Oct 14	**(IGDPD) CH 13** puzzle design
8	Oct 16	Videogame First Playable Blog 5 (first playable)

Week	Date	Topics, Readings, Assignments, Deadlines
9	Oct 21	**(IGDPD) CH 3** the layered tetrad ludology vs. narratology **Jenkins: games as narrative architecture**
9	Oct 23	casual games / everybody games super serious
10	Oct 28	DUE: Video Game Prototype Blog 6 (video game prototype)
10	Oct 30	rpg / larp **(IGDPD) CH 4** the inscribed layer
11	Nov 4	Proposal for Final Project Due Fun and Accessibility
11	Nov 6	**(IGDPD) CH 5** the dynamic layer Players types AR, VR, ARG / Transmedia Storytelling
12	Nov 11	Veterans day
12	Nov 13	**(IGDPD) CH 6** the cultural layer Modded Gameplay / game mods
13	Nov 18	Exam Week game lab 3 – GPS Games blog 7 (technology based non-video games)
13	Nov 20	Final Public Pitch/Playtest Blog 8 (final project) games as art/ art as games / game art
14	Nov 25	gamification and marketing DUE: Reading: Ian Bogost, "Gamification is Bullshit" http://www.bogost.com/blog/gamification_is_bullshit.shtml
14	Nov 27	Non-Instructional. Day (Thanksgiving)
15	Dec 2	Game Criticism and popular media Check-in Single Slide (Final)
15	Dec 4	Final Presentations (Presentations & Papers)
16	Dec 9	Final Presentations (Gameplay)
Final Exam	Wed, Dec 11, 1715-1930	(Final Presentations / Final Play) Blog 9 (course reflection)