

GDD411

GAME LAB 6



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PHONE

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DISCORD

TELEFRAG_ENTERTAINMENT

ROOM

CAS1 - 339

PROFESSOR
BLAKE

DESCRIPTION

In this course, students manage the life cycle of the game development process for a specific platform including troubleshooting, playtesting, usability testing and final revisions. Teams prepare a report that summarizes plans for distribution, software standards, software testing and quality assurance. At the end of the semester, teams present a working prototype and provide documentation of their design and development process.

LEARNING
OUTCOMES

Students in GDD 411 will

- Design a game design document and develop a MVP.
- Utilize Scrum development process to achieve product goals.
- Explore the process of making games through practice: iterative design, playtesting, and analysis
- Learn how to present game ideas clearly, critically evaluate games, and give clear feedback
- Practice working in teams

PHILOSOPHY

Predicting the behavior of complex systems like games is difficult. The only way to know whether or not a game idea will make for a meaningful experience is by building it. We will focus on the process of iteration: we'll build prototypes, test them, fix problems, and build again. Mistakes and incorrect assumptions are to be embraced as a part of the process. Being an active participant in the creation of games is essential to studying it as a medium. Not only do game labs give students the opportunity to explore the process themselves, but by sharing that exploration with the class, it gives your classmates the opportunity to be meaningful participants in your development process as well.

STRUCTURE

The beginning of this course introduces the concepts of Scrum and the MDA Framework. Through the process of making updates to a previous project, students will get a chance to practice these development processes while working on a game to feature on their portfolio.

After this, the main project cycle begins. Students will form teams and emulate the process of a studio designing and developing a title. Teams will practice working with the Scrum framework, relying on Team Leaders and Scrum Leaders to organize the development process. Students will be evaluated on their performance each week with meetings to discuss how they are performing on their team.

USER ACCOUNTS

A number of the programs we use will require you to create a personal user account. Please use your Quinnipiac email and usernames when signing up.

For example, if your name is John Smith Doe, please sign up with the following credentials:

Name: John Doe

Username: jsdoe

Email: John.Doe@quinnipiac.edu.

Be sure to keep your password in a safe place.

GDD STORAGE

GDD is a program in which you will be generating a great deal of digital content. Safe storage of this material is essential to your success in the GDD program.

Do not leave work on the hard drives of the machines in the lab as these machines can crash or have the drives wiped unpredictably. As professionals in this field, **we expect you to understand that lost or damaged files are not an excuse for missing or late work.** Backup your work and archive it regularly.

Organizing your work efficiently is a skill that will serve you both in your time in this program, and in your career.

I recommend using a structure designed for long term use and efficiency, consider setting up a series of folders on your PC like so:



As you continue through the program, keep building out your folder structure using an organized system. This will make it easy to find work and help prevent you from losing work.

STUDENT WORK

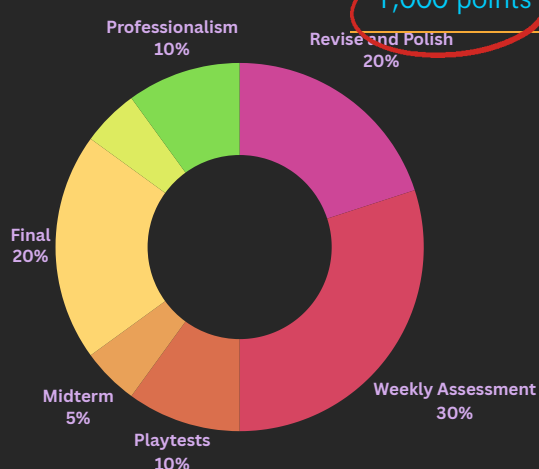
GDD keeps an archive of student work which may be displayed on the program website and used to publicize and promote our students and our program. At the end of each semester, you are responsible for turning in your completed projects with all associated code and media, to your professor.

Any content that you use in your work which you did not create must be obtained with permission from the creator and properly credited in your work.

GRADING BREAKDOWN

Revise & Polish Assignment	200 points
Weekly Assessment (10x30points)	300 points
Playtests	100 points
Project Midterm	50 points
Project Final	200 points
Project Publishing Materials	50 points
Professionalism	100 points

1,000 points



CHECKING GRADES

It is your responsibility to keep track of your grades throughout the semester. Grades will be posted on Blackboard and may be checked at any time. If you are not doing as well as you would like to be, you can meet with me to discuss extra credit projects **before** the final week of the course. If you feel that I have made a mistake recording a grade or failed to enter a grade that you earned correctly, **please email me so that I can correct it.**

GRADING RUBRIC

Grades will use the following scale:

100(A) Excellent work. You went above and beyond the assignment. Professional quality.

95(A) Excellent work. You demonstrate deep engagement with the subject matter.

90(A-) Great work. You demonstrate mastery of the subject matter.

85(B) Very good work. You demonstrate basic mastery of the subject matter.

80(B-) Good work. You understand the subject matter and demonstrate proficiency. The work is solid, but not original or creative.

75(C) Satisfactory work. You show understanding of basic concepts but have occasional lapses.

70(C-) Poor work. Barely adequate. Shows major gaps in understanding.

60(D) Unsatisfactory. Does not satisfy the learning requirements.

0(F) You didn't hand in your work before the due date.

GRADING SCALE

Your final letter grade is based on the Quinnipiac Grading Scale as follows:

A 93-100 B+ 87-89 B- 80-82 C 73-76 D 60-69
A- 90-92 B 83-86 C+ 77-79 C- 70-72 F 0-59

NOTE: A grade of C- or better is required in all game design and development courses and prerequisites. Students with a GPA of less than 2.0 will be put on probation. After two semesters on probation, students will be advised to change majors.

Plagiarism

CREDIT THE CREATORS!

If you want to use something in your work that you did not create you must:

- Ensure that it is licensed for you to use. Look for assets in reputable places and identify the license before using. If you there is no license available, contact the creator and ask them for permission.
- In your work, credit the original creator by providing their name (or username) and a URL to where you found their work.

Academic Integrity

At Quinnipiac, our community has chosen integrity as one of its guiding principles. Our academic integrity policy is based on the five fundamental values outlined by the Center for Academic Integrity: honesty, trust, responsibility, fairness and respect. "Double Dipping" (Multiple Uses of the Same Work) or presenting the same or substantially the same written work (or portion thereof) as part of the course requirement for more than one project or course, requires the express prior written permission of the instructor(s) involved. Any violation will be dealt with according to the Integrity policy, which can be found at: <https://myq.quinnipiac.edu/Academics/Academic%20Integrity/Pages/default.aspx>

COURSE CONTENT



Revise And Polish

- Update a previous project to increase it's value on your portfolio.
- Practice using the MDA Framework to evaluate your game.



Project: Weekly Assessment

- Post your weekly progress and contributions for assessment.
- Receive feedback on performance.



Project

- Design a game and work as a team to develop.
- Utilize Scrum to assist in project development.
- Iterate on design with frequent playtest sessions.
- Deliver final product on public platform.



CREATING AN INCLUSIVE ENVIRONMENT

GDD is committed to maintaining an environment in which all members are treated equitably, feel fairly represented, and are comfortable discussing topics, particularly controversial ones, with civility and open-mindedness.

We are working to build a community of diverse individuals who can celebrate our differences while building on what we have in common.

Game design is a creative practice, so we encourage wide-ranging explorations of what is possible while respecting practices that work toward the greater good. We ask all members of the community to think about the work they are producing and ask themselves if they are consciously or unconsciously reproducing or reinforcing stereotypes, bias, or other elements that reinforce systemic racism, sexism, bigotry or other inequalities.

Games can change the world; let's make sure we are changing it in a positive way.

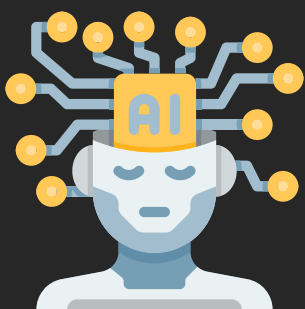
I do not tolerate any kind of bigotry in my classroom. Please contact me if you have any questions or concerns regarding this topic, these issues can be difficult to manage but talking about them is important. If absolutely necessary, I will govern what material is shown in the classroom, but we've found that issues can generally be handled with civil conversation.

POLICY ON DISABILITIES

Quinnipiac University is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me.

If you have a disability, or think you may have a disability, you may also want to meet with the Office of Student Accessibility, to begin this conversation or to request reasonable accommodations. Quinnipiac University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Please contact the Office of Student Accessibility by emailing access@qu.edu, or by calling (203) 582 – 7600. If you have already been approved for accommodations through the Office of Student Accessibility, please meet with me so we can develop an implementation plan together.





POLICY ON AI

The utilization of AI tools such as ChatGPT and StableDiffusion provide significant capabilities for game developers. These tools are rapidly advancing and expanding in functionality. As students, it is essential to stay on top of this technology and understand how and when to apply it. If you intend to incorporate generative AI into your work, follow these guidelines:

- Consult your instructor to determine if your use of the technology aligns with the assignment requirements.
- Verify that the model you are employing was trained on data voluntarily provided by the creator.

You are expected to be in class ready to work at the beginning of the scheduled class time. PROMPT ARRIVAL TO CLASS IS EXPECTED. Three late arrivals to class will equal one absence. PLEASE NOTE: IF YOU HAVE 6 OR MORE ABSENCES YOU MAY BE ASKED TO WITHDRAW FROM THE COURSE. 7 ABSENCES DURING THE SEMESTER WILL RESULT IN A FAILING GRADE. Attendance for the last class meeting scheduled during Finals Week is required.

There is no distinction between "excused" or "unexcused" absences - missed course work, content and class participation are an issue in any absence and can negatively impact the rest of the class members. In the case of extenuating circumstances, such as an ongoing illness or the death of a loved one, the professor should be consulted as soon as possible, and documentation from the Student Affairs office may be required. In such circumstances the faculty and student can negotiate the possibility of granting an "Incomplete." In the rare cases where a student is allowed to take an "Incomplete" as the result of extenuating circumstances, the student must follow the guidelines and timelines stipulated in the University catalog.

Game Design & Development Program Assignments Policy

The assignments for this class must be turned in complete and on-time. NO LATE WORK IS ACCEPTED. If you have a medical or family emergency, which will prevent you from getting your work done, it is your obligation to notify the professor of this fact and provide him/her with the appropriate documentation BEFORE the due date of the assignment. If your work is not turned in on time and you have not provided an excuse prior to the due date, do NOT email the professor with justifications. You will simply not receive credit for the assignment.

STUDENT HANDBOOK

The Quinnipiac University Student Handbook is intended to serve as a source of information on the many services, activities and policies of Quinnipiac. The handbook can be found at:

<http://www.quinnipiac.edu/student-experience/health-and-safety/>

The Learning Commons is a place for students to go when they want to achieve a level of performance they can't reach on their own. In a setting of practice and growth, student resources are provided through Peer Educator programs, the Office of Student Accessibility, and Academic Development & Outreach professional staff. The Learning Commons can be found at the Mount Carmel Campus in the North wing of the Arnold Bernhard Library; and at the North Haven Campus on the third floor of the Law School (SLE-340). Students are encouraged to visit The Learning Commons for support with class content, to improve study skills, to consult on academic success strategies, and for general developmental advising needs.

Phone: 203-582-8628

Email: LearningCommons@Quinnipiac.edu

Website: <http://www.qu.edu/student-resources/academic-support.html>

