

Syllabus for **GDD 201: Professionalism Practice in Game Design**

Fall 2022

Class meets M/W 10:30 – 11:45 am (Section I) and Tues/Thurs 11-12:15 (Section II)

Course website: <http://mywebspacespace.quinnipiac.edu/egbertozzi/201>

Professors:

Elena Bertozzi Ph.D. (elena.bertozzi@qu.edu • 203-582-7998) Section I

Christopher Blake Section II

OFFICE HOURS

M/W 8:30-9:30, or by appointment in my office: CAS1 322

I am available via email during the week (Monday- Friday) and will try to respond to emails within 48 hours. Emails received on the weekend will be answered by the beginning of the following week.

DESCRIPTION

In this course students will practice skills needed to be a successful professional in Game Design. They will apply readings on principles of game design to analyzing, brainstorming, and prototyping games. Students will research the way these skills are applied in the field by exploring available internships, graduate study and job opportunities. They will learn how to use HTML, CSS, and Javascript to construct a web portfolio that demonstrates their acquisition of the skills required to be successful in their chosen area of interest.

EXPECTED LEARNING OUTCOMES

Students in this course will learn:

- How to formally assess games and apply lessons learned to new game designs
- How to improve writing skills in game analyses, design documents and playtest/usability testing summaries
- How to structure and populate a professional quality portfolio website using HTML5, CSS and Javascript
- Practice brainstorming ideas for games, develop one idea into a playable prototype, and author a game design document for further development.

STRUCTURE

The first portion of the class will alternate modules focused on two sets of skills. 1: researching future job paths and constructing a portfolio with HTML, CSS & Javascript that moves you toward that goal. 2: brainstorming new ideas based on readings, research, and analyses of existing games. The second portion of the semester will be dedicated to the design and testing of a prototype of one game idea, and with a complete game design document.

SOFTWARE/ HARDWARE

In the lab we will use Visual Studio Code which is a useful free code editing software which you could download and use on your own laptop. You will turn your weekly assignments by uploading them to the to your class index page before the due date/time and submitting a link to them in the Blackboard assignment slot. Papers will be turned to Blackboard and linked to your portfolio.

STUDENT WORK

You will be creating a GDD Passport that collects and displays your best work in the program. Your htmlexercises will involve creating and experimenting with this format. You should also include good work from your other and future classes so that you have an updated site to show potential employers.

CLASS RULES

No eating in the lab. No cellphone use during class time. No working on projects, browsing the web or watching YouTube while other students are making presentations or during class discussions. Such behavior is extremely disrespectful towards your classmates and will negatively impact your grade. If you are compelled to use social media during class, leave the room.

TEXT/ RESOURCES

Reading/doing assignments available electronically are linked to the class website. Our text is: [Seven Games: A Human History](#) by Oliver Roeder

ASSIGNMENTS

- Game ideas (50 pts. each x 3 = 150 pts.)
- Quizzes on coding knowledge (25 pts. each x 3 = 75 pts.)
- Analysis 1: Game mechanic/ system critique (130 pts.),
- Analysis 2: Game values/ content critique (130 pts.),
- New Game: Playable Prototype and Playtest/Usability Analysis (150 pts.)
- New Game: Game Design Document (115 pts.)
- GDD Passport/Portfolio (200 pts.)
- Class participation nudge (50 pts.)

SCHEDULE: (see website for details)

WEEK 1 (Aug 19 – Sept. 1)

- Topic: Introduction to the course
- Reading: Critical Thinking essay
- Skills: basic HTML and CSS
- Due: class index page

WEEK 2 (Sept. 5-8)

- Topic: How to use Flex to control how a page looks on different size devices
- Reading/Doing: Play the Flex Froggy tutorial game
- Skills: Starting your passport with a navigation system
- Due: Links to goal internships and jobs. Study the requirements for each position so

that you have a clear understanding of what skills you need to demonstrate to be competitive for them.

WEEK 3 (Sept. 12-15)

- Topic: Quiz One on Flex and discuss topic for Analysis #1
- Reading 7G: Introduction
- Skills: How to analyze a game mechanic, use references and examples
- Due: Outline of Analysis #1

WEEK 4 (Sept. 19-22)

- Topic: Review analysis papers, brainstorm Game Idea 1
- Reading 7G: Checkers
- Skills: Use Milanote to express first game idea
- Due: Analysis #1

WEEK 5 (Sept. 26-29)

- Topic: How to use Grid for dynamic layouts
- Reading/Doing: Play Grid Garden
- Skills: Using Grid to control page layout.
- Due: Game Idea #1

WEEK 6 (Oct. 3-6)

- Topic: Adding a hamburger menu with Javascript
- Skills: The Document Object Model and basic Javascript
- Reading 7G: Backgammon
- Due: Quiz 2

WEEK 7 (Oct. 10-13)

- Topic: Game Idea #2 and topic for Analysis #2
- Skills: How to analyze game content and values
- Reading 7G: Scrabble
- Due: Game Idea #2

WEEK 8 (Oct. 17-20)

- Topic: Analysis #2 presentations
- Skills: using references to support thesis
- Reading 7G: Go
- Due: Analysis #2

WEEK 9 (Oct. 24-27)

- Topic: Understanding the Document Object Model and using Javascript to load and

replace elements on the page.

- Skills: loading images, video, and audio dynamically

WEEK 10 (Oct. 31- Nov. 3)

- Topic: More complex Javascript
- Skills: loading PDFs
- Due: Quiz 3 in class

WEEK 11 (Nov. 7-10)

- Topic: Game Idea 3 and final project pitches
- Skills: designing final idea in Milanote and starting prototype
- Due: Game Idea #3

WEEK 12 (Nov. 14-17)

- Topic: Working on final project
- Due: Milanote design for prototype and design doc

WEEK 13 (Nov. 28- Dec 3)

- Due: V1 Prototypes and in class testing
- Topic: Write up testing summary and recommendations for improvement
- Work on Game Design Doc

WEEK 14 (Dec. 5-8)

- In class: V2 Prototype Test
- Due: Game Design Document

WEEK 15 (Dec. 12-15)

- Final Exam day: Present final game and Passport

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 C- or better is required in all departmental prerequisites.

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 the professor to discuss extra credit projects BEFORE the semester ends. If you feel that a mistake has been made recording or entering a grade, please email the professor so that it can be corrected.

All students are expected to read and comply with the QU policy on Academic Integrity and the Statement of Inclusive values that are available via the Blackboard site for this class, in the StudentHandbook, and summarized in the final pages of this syllabus.

In addition, GDD has the following policies:

GDD INCLUSIVITY AND EQUITY POLICY

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 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 hurtful stereotypes. We are committed to recognizing and seeking to eliminate racism, sexism, bigotry and other inequalities. Games can change the world; let's make sure we are changing it in a positive way.

VPA ATTENDANCE POLICY

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.

VPA LATE WORK 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.

POLICY ON DISABILITIES

Students with disabilities who wish to request reasonable accommodations should contact the Office of Student Accessibility in Arnold Bernhard Library north wing at (203) 582-7600 or North Haven at SLE 340 (203)-582-7600 (access@quinnipiac.edu). Quinnipiac University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.

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 on MyQ.

LEARNING COMMONS

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

CARE

Quinnipiac is dedicated to supporting our students through high-touch practices from CARE (Community, Assessment, Response and Evaluation). The CARE team employs a caring, preventive, early intervention approach with students who exhibit concerning or disruptive behaviors.

The CARE team works to promote student well-being and success in the context of community safety. CARE referrals are submitted by faculty, staff, students, and community members. Referrals range from topics including: helping a student during difficult times such as the passing of a loved one, when a student needs support for their physical, emotional, mental,

spiritual, financial health, and/or when experiencing social challenges with roommates, friends, and/or peers.

More information about the CARE team, behaviors of concern, how to make a referral, and answers to frequently asked questions can be found on the [CARE page](#) on MyQ. If you are concerned about a peer, student, or yourself, please submit a referral [CARE and Conduct Incident Reporting Form](#).

QU statement on Inclusive Values:

“At Quinnipiac University, we believe excellence is inclusive and built upon equity, so all groups feel welcome to fully participate in and contribute to our mission.

Achieving this level of excellence requires creating a sense of belonging for all individuals — especially historically marginalized members of society — by affirming the worth, dignity, legitimacy and equality of everyone in the Quinnipiac community and beyond, regardless of race, ethnicity, sex, age, sexual orientation, gender identity, disability, religion, national origin, political viewpoints, veteran status or socio-economic background.

Our university-wide culture is not built on any single program, initiative or action. Rather, it blossoms when guided by heartfelt care for the well-being of fellow community members. This is what inclusive excellence looks like at Quinnipiac:

- We bring our “whole selves” to our work and study, which means we bring our hearts as well as our minds.
- We stand for the quest for knowledge, encourage the vigorous exchange of ideas, and foster honest, courageous conversations about sometimes uncomfortable subjects.
- We aim to always think and act with kindness to create a safe, respectful environment for these dialogues, with particular sensitivity to fellow community members’ individual or collective experiences.

Reasoned, academic and rigorous debate requires us to hear viewpoints with which we may disagree. However, those disagreements must not question the worth, dignity, legitimacy and/or equality of our fellow community members. We affirm our belief in the ideals of inclusive excellence as a way to continue nurturing Quinnipiac as a university full of people who care deeply about each other and the communities around us.”

QU expectations for integrity:

“In keeping with these values, Quinnipiac University expects its community members to comply with the usual expectations for honest academic work. In general, community members

- May not cheat on any work
- Must properly cite sources in all academic work
- May not provide or procure unauthorized assistance on any assignment or test
- May not falsify or alter university documents, tests or assignments
- May not impede the course work of any other student
- May not do any other thing that violates or allows another person to violate the accepted

standards of academic integrity