MASTER SYLLABUS

GAME 361 – Professional Practices in Game Development

Created by: Ryan Hewer
A. **TITLE**: Professional Practices in Game Development

B. **COURSE NUMBER**: GAME 361

C. **CREDIT HOURS (Hours of Lecture, Laboratory, Recitation, Tutorial, Activity)**:
   
   # Credit Hours: 3
   
   # Lecture Hours per Week: 3
   
   # Lab Hours per Week: 
   
   Other per Week:

   Course Length (# of Weeks): 15

D. **WRITING INTENSIVE COURSE**: No.

E. **GER CATEGORY**: No.

F. **SEMESTER(S) OFFERED**: Fall/Spring

G. **COURSE DESCRIPTION**: In this course, students will dive deep into the contemporary state of the game industry, examining the complex relationship between developers, publishers and game marketing, look at the industry from the perspective of those who work within it, and examine case-studies of both successful and not-successful indie developers. Students will develop professional pitches and practice delivery in a realistic environment. Likewise, students will structure resumes to a format typical for the games industry, practice mock-interviewing skills and practice negotiation using carefully designed case-studies. Students will also hone their craft of game design with a view to finding the elusive combination of challenge, competition, and interaction that players seek. Students will examine the fundamental elements of game design, then go to work prototyping, playtesting and iterating around their own ideas using exercises that teach essential design skills.

H. **PRE-REQUISITES/CO-REQUISITES**:
   
   a. Pre-requisite(s): GAME210
   b. Co-requisite(s):
   c. Pre- or co-requisite(s):

I. **STUDENT LEARNING OUTCOMES**:

<table>
<thead>
<tr>
<th>Course Student Learning Outcome [SLO]</th>
<th>PSLO</th>
<th>GER</th>
<th>ISLO</th>
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</thead>
<tbody>
<tr>
<td>a. Navigate the complex relationship between developers, publishers, distributors and consumers.</td>
<td>PSLO2 - Research, organize, evaluate, and document gathered information</td>
<td>5: Industry, Professional, Discipline Specific Knowledge and Skills</td>
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for a comprehensive examination of the design process and manage a professional game design, development, and production workflow, including development roles and the specific skill sets required by each role, in order to develop a successful career path.

<p>| b. Follow a creative design process to improve the originality and quality of game concepts. | PSLO2 - Research, organize, evaluate, and document gathered information for a comprehensive examination of the design process and manage a professional game design, development, and production workflow, including development roles and the specific skill sets required by each role, in order to develop a successful career path. | 1O/W: Communication Skills. Oral/Written |
| | PSLO1 - Present working prototypes and listen to, analyze and evaluate, and respond critically to the ideas of others. | 4T: Social Responsibility/Teamwork |
| c. Work in groups with differentiated roles to build on strengths and improve deficiencies. | | 2CA: Critical Thinking, Critical Analysis |
| d. Give and accept criticism of game concepts. | PSLO4 - Recognize the underlying principles guiding the relevant visual, audio, interactive, and narrative | |</p>
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<tbody>
<tr>
<td><strong>ISLO #</strong></td>
<td><strong>Institutional Student Learning Outcomes</strong></td>
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<tr>
<td><strong>ISLO &amp; Subsets</strong></td>
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<tr>
<td>1</td>
<td>Communication Skills</td>
<td>Oral [O], Written [W]</td>
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<tr>
<td>2</td>
<td>Critical Thinking</td>
<td>Critical Analysis [CA], Inquiry &amp; Analysis [IA], Problem Solving [PS]</td>
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<tr>
<td>3</td>
<td>Foundational Skills</td>
<td>Information Management [IM], Quantitative Literacy/Reasoning [QTR]</td>
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<tr>
<td>4</td>
<td>Social Responsibility</td>
<td>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</td>
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<tr>
<td>5</td>
<td>Industry, Professional, Discipline Specific Knowledge and Skills</td>
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**J. Applied Learning Component:** Yes __X___ No ______

If Yes, select one or more of the following categories:

- Classroom/Lab __X__
- Internship ______
- Clinical Practicum ______
- Practicum ______
- Service Learning ______
- Community Service ______
- Civic Engagement ______
- Creative Works/Senior Project ______
- Research ______
- Entrepreneurship ______
- (program, class, project)
K. **TEXTS:** None

L. **REFERENCES:** None

M. **EQUIPMENT:** PC and Macintosh Computer Lab with Microsoft Office, Unity, Godot and Adobe Creative Suite installed.

N. **GRADING METHOD:** A-F

O. **SUGGESTED MEASUREMENT CRITERIA/METHODS:**
   - Projects as Assigned
   - Final Project
   - Exams
   - Participation

P. **DETAILED COURSE OUTLINE:**
   - **Week One**
     - “Introduction to Game Industry and Design”
   - **Week Two**
     - “Design: System Dynamics and Conceptualization”
   - **Week Three**
     - “Design: Prototyping”
   - **Week Four**
     - “Design: Interfaces and Testing”
   - **Week Five**
     - “Design: Functionality and Completeness”
   - **Week Six**
     - “Design: Internal Economies”
   - **Week Seven**
     - “Design: Progression”
   - **Week Eight**
     - Midterm Exam
   - **Week Nine**
     - “Industry: Money”
   - **Week Ten**
     - “Industry: Labor”
   - **Week Eleven**
     - “Industry: Production Pipeline”
   - **Week Twelve**
     - “Industry: Marketing and Early Access”
   - **Week Thirteen**
     - “Industry: Professional Negotiation”
   - **Week Fourteen**
     - “Industry: Intellectual Property / Crowdfunding Primer”
   - **Week Fifteen**
     - “Industry: Moving from Amateur to Professional”
   - **Week Sixteen**
     - “Industry: Stay Ahead of the Curve”

Q. **LABORATORY OUTLINE:** N/A