STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK

MASTER SYLLABUS

COURSE NUMBER – COURSE NAME
GMMD 432 – Virtual Worlds

Created by: Christopher Sweeney

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Canino School of Engineering Technology

Department: Decision and Graphic Media Systems

Semester/Year: Fall 2018

A.   <u>TITLE</u>: Virtual Worlds

B.   <u>COURSE NUMBER</u>: GMMD 432

C.   <u>CREDIT HOURS</u>: (Hours of Lecture, Laboratory, Recitation, Tutorial, Activity)

      # Credit Hours: 4
      # Lecture Hours: 4 **per week**
      # Lab Hours: **per week**
       Other: **per week**

      Course Length: 15 **Weeks**

D.   <u>WRITING INTENSIVE COURSE</u>: Yes ☐   No ☒

E.   <u>GER CATEGORY</u>: **None:** ☒   **Yes:** GER
      If course satisfies more than one: GER

F.   <u>SEMESTER(S) OFFERED</u>: **Fall** ☐   **Spring** ☒   **Fall & Spring** ☐

G.   <u>COURSE DESCRIPTION</u>:

This course examines gaming concepts, nonlinear narrative, delivery systems and software for various markets such as the entertainment or educational software industries. Working with 2D and 3D visual concepts, virtual reality, interactivity and sound the student will develop media for the entertainment industry. Environments, characters, gaming strategies, role playing concepts, navigation and feedback will be part of the information presented within the course.

H.   <u>PRE-REQUISITES</u>: **None** ☐   **Yes** ☒ **If yes, list below:**

CITA 342 Visual Programming and Development Tools OR CITA 330 Emerging IT Applications

      <u>CO-REQUISITES</u>: **None** ☒   **Yes** ☐ **If yes, list below:**

I. STUDENT LEARNING OUTCOMES: (*see key below*)

By the end of this course, the student will be able to:

Course Student Learning Outcome [SLO]	*Program Student Learning Outcome [PSLO]*	*GER [If Applicable]*	*ISLO & SUBSETS*	
Compare and evaluate the types of narratives presented in virtual worlds and games	Design Critique		5-Ind, Prof, Disc, Know Skills ISLO ISLO	Subsets Subsets Subsets Subsets
Integrate principles of fine art with theories of game-play to formulate a response to the video-games-as-art debate	Interpretation		2-Crit Think ISLO ISLO	CA Subsets Subsets Subsets
Appraise the relative strengths of graphics, narrative, and game-play in published games.	Design Critique		5-Ind, Prof, Disc, Know Skills ISLO ISLO	Subsets Subsets Subsets Subsets
Assess player immersion in virtual worlds and games.	Design Critique		5-Ind, Prof, Disc, Know Skills ISLO ISLO	Subsets Subsets Subsets Subsets
Compose in linear and nonlinear narratives.	Professional Detail		5-Ind, Prof, Disc, Know Skills ISLO ISLO	Subsets Subsets Subsets Subsets
Critique student story-boards and narratives.	Design Critique		5-Ind, Prof, Disc, Know Skills ISLO ISLO	Subsets Subsets Subsets Subsets

Design and implement a virtual world or game utilizing graphics and narrative.	Design Process		5-Ind, Prof, Disc, Know Skills ISLO ISLO	Subsets Subsets Subsets Subsets
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KEY	Institutional Student Learning Outcomes [ISLO 1 – 5]
ISLO #	ISLO & Subsets
1	**Communication Skills** Oral [O], Written [W]
2	**Critical Thinking** *Critical Analysis [CA] , Inquiry & Analysis [IA] , Problem Solving [PS]*
3	**Foundational Skills** *Information Management [IM], Quantitative Lit,/Reasoning [QTR]*
4	**Social Responsibility** *Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]*
5	**Industry, Professional, Discipline Specific Knowledge and Skills**

*Include program objectives if applicable. Please consult with Program Coordinator

J.   APPLIED LEARNING COMPONENT: Yes ☒   No ☐

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

☐ Classroom/Lab   ☐ Civic Engagement
☐ Internship   ☒ Creative Works/Senior Project
☐ Clinical Placement   ☐ Research
☐ Practicum   ☐ Entrepreneurship
☐ Service Learning   (program, class, project)
☐ Community Service

K.   TEXTS:

Heather Maxwell Chandler. The Game Production Handbook, Third Edition. Burlington, MA:
          Jones & Bartlett Learning, 2014.

L.   REFERENCES:

Richard Rouse III. Game Design—Theory & Practice, Second Edition. Plano, TX: Wordware
Publishing, 2005.
Rob Miles. Microsoft XNA Game Studio 4.0: Learn Programming Now!. Redmond, WA:
Microsoft Press, 2011.

M.   EQUIPMENT: None ☐   **Needed:** technology enchanced classroom/game design lab

N.   GRADING METHOD: A-F

O.   SUGGESTED MEASUREMENT CRITERIA/METHODS:

☐   **A gamer's journal**
☐   **Short evaluative essays**
☐   **Writing workshops and critiques**
☐   **Completion of an individual or team scratchware game project**
A. proposal
B. documented narrative and sketch work, including character development
C. documented coding
D. final, playable game

P.   DETAILED COURSE OUTLINE:

I. Backgrounds in Narrative and Gaming
          A. Myths
          1. Understanding game narratives
          2. Understanding player demographics
          B. Aesthetics
          1. Gameplay vs. graphics
          2. Video games as art
          3. Casual games

II. Creating Characters
A. Respecting Characters
B. Character Roles
C. Character Traits
D. Character Encounters
III. Telling the Story
A. Once upon a Time
B. Respecting Story
C. Bringing the Story to Life
D. Games: New Territory
E. Story Nuances
F. Editing
G. Background to Non-linear Narrative
H. Modular Storytelling
IV. Games
A. Game Types
B. Game Genres
C. Console Games
D. Bringing Virtual Worlds to Life
E. Enabling Story in Virtual Worlds

Q. **LABORATORY OUTLINE:** **None** ☒ **Yes** ☐