George Mason University
College of Visual and Performing Arts
Computer Game Design Program

GAME 101 Policy Sheet
Spring 2018 / Section 001 / 10:30 – 11:45 / Tuesday & Thursday / Innovation Hall 134
Spring 2018 / Section 001 / 4:30 – 7:10 / Thursday / Robinson B 228

Instructor: Seth Hudson (shudson3@gmu.edu)
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Mail Location: 2050 A&D / MS 1C3
Office Location: 2024 A&D
Office Hours: Mondays 11:00 – 2:00; and by appointment
   (You are encouraged to reserve a time during regular office hours via email)

REQUIRED TEXTS

Course Description
This course is an introductory overview of the video game development process with an emphasis on game design. Through detailed study of historical as well as current games, students will learn the language and structure needed to develop their own game ideas. Students will learn the many aspects of a game development team and learn how each of these roles contributes to a game’s overall design. Projects, in and out of class, will focus on creating and designing game concepts both digital and non-digital.

Learning Objectives
Students who successfully complete GAME 101 will be able to:
  • Demonstrate knowledge of the evolution of electronic gaming and the factors that pushed its development;
  • Analyze and utilize the basic mechanics and design structure of traditional and digital games;
  • Demonstrate an understanding of the game development process;
  • Be able to identify the roles within a game development team;
  • Successfully collaborate in the creation of original game content.

Mason Core Requirement – Arts
Students who successfully complete a course in the Arts category must meet the first learning outcome and a minimum of two of the remaining four learning outcomes.
  • Demonstrate an understanding of the relationship between artistic process, and a work’s underlying concept, and where appropriate, contexts associated with the work;
  • Identify and analyze the formal elements of a particular art form using vocabulary and critique appropriate to that form;
• Analyze cultural productions using standards appropriate to the form, as well as the works cultural significance and context;
• Analyze and interpret the content of material or performance culture through its social, historical, and personal contexts;
• Engage in generative artistic process, including conception, creation and ongoing critical analysis.

Assumptions
It is assumed that students are familiar with basic grammar and mechanics in writing, or are familiar with resources that contain such guidelines for written work. It is also assumed that students have regular access to Blackboard, Mason email, and the Internet, so they will be able to receive updates and participate electronically when necessary. Any issues with email or Bb access should be taken up with university ITU.

Late Work
Late work will only be accepted without penalty in the case of a documented medical illness or another situation that is out of your control. Other late work will be reduced by a letter grade for each calendar day it is late. Assignments are due at the beginning of class and cannot be worked on during class time unless the instructor gives permission.

Class Participation
Students are expected to actively engage in class discussions, answer questions when prompted, and in general, add to the collective dialogue. Participation in class discussions and activities is necessary for the course. Some of the information for the course can be found in the text, but not everything. The lecture will cover additional information and facilitate discussions that you will not want to miss, so come to class. This course will utilize Qwickly, a Blackboard tool for taking attendance. At the outset of each class meeting, students will be given a unique code to ‘check-in’ as attending class. This code is entered on Bb and your attendance is recorded.

Requirements and Evaluation
• Students should arrive to each class meeting ready to discuss the assigned reading/viewing/playing and be prepared to participate meaningfully in group activities—the group activities may sometimes factor into your final mark beyond participation.
• Quizzes on assigned readings to encourage deeper engagement.
• Periodically throughout the semester, students will complete “Missions” that display mastery of the material through creative output and collaboration with other students. Details on these assignments will be outlined at the outset of each assignment.
• For mid-term, students will form groups (or be assigned to groups) and produce a playable, non-digital game of their own design.
• In lieu of a final exam, students will submit a final project by: 11:59 PM on MAY 6th, 2018
• The final project may take several forms, including but not limited to:
  o Paper: Gameplay Elements Breakdown (original concept)
  o Video: Original Game Concept Pitch
Video: Table Top Game Analysis

**Grade Breakdown**
Consult with instructor if you have alternative ideas. Any deviations from given assignment specifications MUST be approved IN ADVANCE.

- 10% 1st Half Participation Reflection (includes Qwickly attendance)
- 20% Missions (FOUR throughout the semester)
- 10% Quiz 1
- 20% Midterm Pitch Video and Project
- 10% Quiz 2
- 10% 2nd Half Participation Reflection (includes Qwickly attendance)
- 20% Final Project (Solo)

**Online Participation**
Blackboard (Bb) will be your friend in exchanging ideas and communicating with one another during the term. If you have questions on using Bb please ask. I hope you all use the technology to take our discussions past two meetings a week and to get feedback on your assignments.

**Formatting/Professionalism**
All projects must be submitted in the format dictated by the assignment—submissions that disregard specifications will be considered incomplete.

- Note: All written work must be submitted in PDF of .doc(x) format. Video submissions must be in .mp4 format. All files submitted must be named to include: student last name, the assignment, and the date.
- Examples: Hudson_Mission_One_031516; Jane Doe Final Paper May 5th 2017; etc.

**Email Policy**
Students must use their MasonLIVE or gmu.edu email accounts to receive important University information, including messages related to this class. See http://masonlive.gmu.edu for more information.

**Students With Disabilities**
If you are a student with a disability and you need academic accommodations, please see me and contact the Office for Disability Services (ODS) at 993-2474, http://ods.gmu.edu. All academic accommodations must be arranged through the ODS.

**Honor Code**
George Mason University has an Honor Code that requires all members of this community to maintain the highest standards of academic honesty and integrity. Cheating, plagiarism, lying, and stealing are all prohibited. All violations of the Honor Code will be reported to the Honor Committee.

**University Catalog**
Students are to be aware of the policies listed in the University Catalog: http://catalog.gmu.edu/. University dates concerning withdrawal are not negotiable by the professor. Other questions regarding university and program policies can be directed towards the Assistant Director of CGD (me) outside of class time.

**A Note from Professor Hudson**

I encourage you to engage the course texts, assignments, and the ideas of your classmates to get the most out of our brief time together. A university classroom is a place to exchange ideas; if we keep discussions civil and show respect for one another, we can elevate the discourse and maximize the experience of our meetings.

I look forward to our semester together. Engaging students’ creative work and ideas continues to be rewarding for me, and I hope it will be for you, also.