City University of Hong Kong

Information on a Course
offered by Department of School of Creative Media
with effect from Semester in 2006/2007

This form is for completion by the Course Co-ordinator. The information provided on this form will be deemed to be the official record of the details of the course. It has multipurpose use: for the University’s database, and for publishing in various University publications including the Blackboard, and documents for students and others as necessary.

Please refer to the Explanatory Notes attached to this Form on the various items of information required.

Part I

Course Title: Workshop in Game Design

Course Code: ________________________________

Course Duration: one semester

No. of Credit Units: 3

Level: ________________________________

Prerequisites: (Course Code and Title) SM2259 Game and Play Studies

Precursors: (Course Code and Title)

Equivalent Courses: (Course Code and Title)

Exclusive Courses: (Course Code and Title)

Part II

1. Course Aims:

This course is a practical workshop about the craft of game design. Students will appreciate the fundamental elements of game design, such as rules, boundaries, objectives, resources, and obstacles. They will emphasize the relationship of these elements to the experience of the player, so that “fun,” “accessibility” and other issues about “game-play” will be a core focus. Students will consider basic issues as they apply to all games, not only computer games. Topics in games programming, for instance, will not be a major emphasis of the course. Design theory will play an important part in the course, but always in an applied manner; students will encounter theoretical issues as they arise in the course of game design problems.
2. Course Intended Learning Outcomes (CILOs)

(state what the student is expected to be able to do at the end of the course according to a given standard of performance)

*Upon successful completion of this course, students should be able to:*

<table>
<thead>
<tr>
<th>No.</th>
<th>CILOs</th>
<th>Weighing (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Describe and analyze the formal structure and system dynamics of games</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Apply their understanding of the formal elements of games to the creation of new games.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Select and organize narrative elements for interactive storytelling</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Design an interface and justify their choices of design in terms of their interaction with the player.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Create a clear and comprehensive documentation of the concept and design of the game.</td>
<td></td>
</tr>
</tbody>
</table>

3. Teaching and Learning Activities (TLAs)

(designed to facilitate students’ achievement of the CILOs)

<table>
<thead>
<tr>
<th>ILO No</th>
<th>TLAs</th>
<th>Hours/weeks (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CILO 1</td>
<td>Compare and contrast how different games manage conflict, organize rules, and balance challenge and accessibility.</td>
<td></td>
</tr>
<tr>
<td>CILO 2</td>
<td>Make a new game based on a modification of the formal elements of an existing game.</td>
<td></td>
</tr>
<tr>
<td>CILO 3</td>
<td>Create a short narrative game that employs the core dramatic elements of setting, character, and story.</td>
<td></td>
</tr>
<tr>
<td>CILO 4</td>
<td>Apply the concepts of play-testing, prototyping, and interface design to a final game project.</td>
<td></td>
</tr>
<tr>
<td>CILO 5</td>
<td>Write a game design document that details all the aspects of the idea generation, design, and development</td>
<td></td>
</tr>
</tbody>
</table>

4. Assessment Tasks/Activities

(designed to assess how well the students achieve the CILOs)

<table>
<thead>
<tr>
<th>ILO No</th>
<th>Type of assessment tasks/activities</th>
<th>Weighting (if applicable)</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>CILO 1</td>
<td>Short essay</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CILO 2</td>
<td>Game modification exercise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CILO 3</td>
<td>Narrative game exercise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CILO 4</td>
<td>a) Final project: in-class idea presentation that outlines the formal structure and interface of the game.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Development must include a process of iterative game testing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Final project must include a game design document that explains the concept, the creative process.

5. Grading of Student Achievement: A-F

Part III

Keyword Syllabus:

- Formal elements: rules, boundaries, resources, procedures, outcomes, objectives,
- Player motivation: challenge and skill, feedback and rewards, accessibility and control.
- Experimental games and game-based art
- Dramatic elements: setting, story, and character
- Game interface
- Game prototyping and iterative playtesting
- Documenting the concept, design, and creative process.
- Stages of development.
- Game genres
- The game industry.

Assessment includes a series of short exercises designed to help students analyze and describe the basic structure of games, and use this skill in the design of new games. These exercises involve a short essay, a game modification, and a narrative game. The major assessment project will be a final game design, which can be an individual or a group project. Students will be free to work within a commercial game genre or an experimental form. They must present their idea to other students, engage in a process of prototyping and playtesting, and describe the entire design process in a clear and comprehensive design document. Whether the student has chosen to work in a commercial or an experimental way, the final document must be of professional quality.

Bibliography


Tracy Fullerton, Tracey; Chris Swain, and Steven Hoffman 2004: *Game Design Workshop* CMPC, San Francisco.


**Returned by:**

Name: Hector Rodriguez
Department: School of Creative Media

Tel: x7056
Date: March 22, 2006
Explanatory Notes for completing Form 2B

1. **Course Title**
   This is the full title of the course in English.

2. **Course Code**
   An alpha numeric code normally using department code as a prefix, followed by
   4-5 digits, where the first digit indicates the level of the course.

   For example, the course “Introduction to Computer Science” may have a course
   code of “CS2001”. “CS” is the department code for the Department of
   Computer Science. “2” after the department code is the level of the course, and
   in this case the course is at the level of B2, and “001” is the sequence number
   assigned to the course.

3. **Course Duration**
   This refers to the duration of the course in terms of number of weeks or
   semesters.

4. **No. of Credit Units**
   Number of credit units assigned for the course.

5. **Level**
   The level of a course shows its degree of academic difficulty. The following
   levels should be used:
   
   *Associate Degree courses can have levels of A1 or A2;*
   *Bachelor’s Degree courses can have levels of B1, B2, B3 or B4; and*
   *Taught postgraduate courses can have levels of P5 or P6.*

6. **Prerequisites**
   These are courses that students must pass before they are allowed to take the
   current course. A rigid structure of prerequisites may unintentionally hinder a
   student’s progress and limit flexibility in the choice of courses. Furthermore, the
   timing of the availability of the pre-requisite courses as well as the current
   course would be critical. Departments should therefore be careful when defining
   pre-requisites for courses.

7. **Precursors**
   These are courses that students are advised to take and pass before they attempt
   the current course. In general, precursors are more flexible in allowing student
   choice and progression. They also serve as indicators of the requirements of the
   current course.

8. **Equivalent Courses**
   Departments may wish to designate some courses as equivalent in terms of level
   and similarity of content to those which are required courses. There are two
   major purposes for designating courses as equivalent to required courses. First,
   students will usually register on one course out of the list of equivalent courses.
If they register on more than one course on the list, then only the result of the last course examined would count towards the GPA. Second, if a particular course has been withdrawn, students can choose one of its equivalent courses on the list to fulfill the programme requirement.

9. **Exclusive Courses**
These are courses where there is sufficient overlap in their content to make it inappropriate for students to earn credits for more than one of such.

10. **Course Aims**
This is a brief description of what the course is about and what it intends to achieve. Course Aims should be compatible with Programme Aims. It should be written in a manner which is clearly understood by students and staff. As a rule of thumb, if the aims and intended learning outcomes of a course are changed other than for editorial reasons, a new course should be proposed.

11. **Course Intended Learning Outcomes (CILOs)**
CILOs state what the student is expected to be able to do at the end of a course according to a given standard of performance. Outcomes should be achievable and assessable. They should be clear to students on the learning outcomes expected at the end of the course and also clear to staff to enable them to design appropriate teaching and learning activities (TLAs) and assessment tasks which facilitate the achievement of CILOs. It is important to ensure that Course ILOs address Programme ILOs.

Weightings can be assigned to CILOs according to their relative importance to the course.

12. **Teaching and Learning Activities (TLAs)**
TLAs are designed to align with CILOs to facilitate student’s achievement of those outcomes. TLAs could be teacher, peer, or self-initiated and take various formats such as project work, case studies, lectures, tutorials, practicals, placements, problem-based learning, studio etc. The choice of TLAs should be such as to facilitate active learning and the achievement of CILOs.

13. **Assessment Tasks/Activities**
Assessment tasks or activities are designed to align with the CILOs to provide evidence on how well each student has achieved the CILOs. Such evidence could be provided by project work, case studies, assignments, examinations, laboratory work and reports, practicals, practicum etc. The choice of Assessment Tasks should relate directly to the learning outcomes of the course. “Remarks” could include information such as when a task is to be performed, when due, the word limit of the assessment tasks/activities, assessed on a Pass/Fail basis etc., as applicable.

14. **Grading of Student Achievements**
Grading of students’ achievement should be in accordance with the Academic Regulations. Please indicate however whether grading is assigned based on student achievement of ILOs according to defined grading criteria or on their performance in assessment tasks/activities.
15. **Notes for Dissertation-type courses:**
Courses may be designated “dissertation-type” courses in the course catalogue. Dissertation-type courses relate to independent work which takes a variable time to complete. Section 12 (Teaching and Learning Activities) and Section 13 (Assessment Tasks/Activities) should be replaced with information relevant to such courses, including a specification of a **normal duration** for course registration and a **maximum duration** for course registration, both in terms of the number of semesters. In all cases, Form 2B for dissertation-type courses should note that students are not permitted to repeat a dissertation-type course.

16. **Keyword Syllabus**
This is a brief introduction to the syllabus of the course which is designed to motivate students’ learning.

17. **Amendments/Revisions to Form 2B**
Amendment or revisions to the information provided in Form 2B are subject to the procedures outlined in the University’s QA Principles, Policies and Practices. Faculty and School Boards should consider delegation of authority to Programme Committees, Faculty/School Validation and Monitoring Committees as necessary to facilitate innovation and change as appropriate.
Academic Regulation 8 -- Grading of Courses

8.1 Courses are graded according to the following schedule:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Point</th>
<th>Grade Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.3</td>
<td>Excellent: Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>Strong: Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>Adequate: Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>Good: Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Adequate: Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>Marginal: Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>Adequate: Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Adequate: Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>Marginal: Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>Marginal: Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Failure: Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.</td>
</tr>
<tr>
<td>P</td>
<td>Pass:</td>
<td>&quot;Pass&quot; in a pass-fail course. Courses to be graded on a pass-fail basis for a programme are specifically identified under the programme in the course catalogue.</td>
</tr>
</tbody>
</table>

Operational Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>IP</td>
<td>In Progress</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>S</td>
<td>Dissertation Submitted</td>
</tr>
<tr>
<td>X</td>
<td>Assigned when a student is permitted to drop the course after the normal drop date.</td>
</tr>
</tbody>
</table>

8.2 Students assigned a grade of D or better, or a Pass grade in a pass-fail course, earn credit units for the course. Grades of F, IP, I, S, or X do not earn credit units.

8.3 Grades of P, I, IP, S and X are not counted in the calculation of a student's CGPA. Grades of F are counted, unless the fail is recovered under AR11.3.

8.4 Grades of P, I, IP, S and X are not counted in the calculation of a student's SGPA.