LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		03-26	Appr 11/25/03	Appr 3/2/04

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person	Email Address
Drew Davidson	drew@iup.edu
Proposing Department/Unit	Phone
Communications Media	7.5967

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)

__x__ New Course	_____ Course Prefix Change	_____ Course Deletion
_____ Course Revision	_____ Course Number and/or Title Change	_____ Catalog Description Change

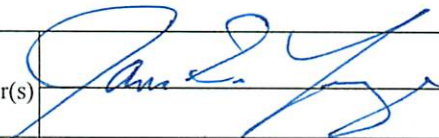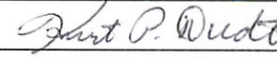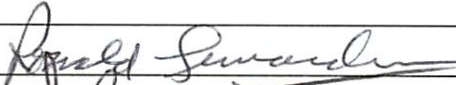| COMM 405: Process of Digital Game Development	
Current Course prefix, number and full title	*Proposed* course prefix, number and full title, if changing

2. Additional Course Designations: check if appropriate

_____ This course is also proposed as a Liberal Studies Course.   _____ Other: (e.g., Women's Studies,

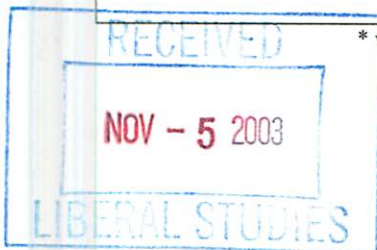_____ This course is also proposed as an Honors College Course.   Pan-African)

3. Program Proposals

	_____Catalog Description Change	_____Program Revision
_____New Degree Program	_____Program Title Change	_____Other
_____New Minor Program	_____New Track	

Current program name	*Proposed* program name, if changing

4. Approvals

		Date
Department Curriculum Committee Chair(s)	*[signature]*	10-16-03
Department Chair(s)	*[signature]* Hart P. Dudt	Oct 14, 03
College Curriculum Committee Chair	*[signature]*	10-23-03
College Dean	*[signature]*	11/03/03
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate:		
(include title)		
UWUCC Co-Chairs	*[signature]* Gail Sechrist	11/25/03

* where applicable

I. Catalog Description

COMM 405: Process of Digital Game Development

Prerequisites: Junior/Senior Standing, or with permission from the instructor.

3 class hours
0 lab hours
3 credit hours
(3c-0l-3cr)

This course examines the theory and development of digital games. Topics that will be explored include the logics of gameplay, the process of game development, gaming technology, the psychology of gaming. The history and organization of the gaming industry will also be examined. Students will also create deliverables around a game concept they develop in the process of completing the course.

II. General Course Objectives

Students will be able to

1. Explain the fundamental logics and concepts of gameplay.
2. Describe the game development process from conception to completion.
3. Demonstrate knowledge of the business of the game industry.
4. Analyze, critique, discuss and present games with appropriate terms and contexts.
5. Discuss how the game industry fits within the media industry as a whole.
6. Create professional documentation and presentation of game requirements.
7. Create various associated deliverables around a game concept.

III. Course Outline

CLASSES	TOPICS OF DISCUSSION-LAB ACTIVITIES	TEXTBOOK CHAPTERS
Week 1 (3 hours)	-Introductions and Syllabus, IUP Email and the P Drive -Games and Game Concepts -Overview of Flash and Photoshop -Websites	Chapter 1 Chapter 2
Week 2 (3 hours)	-Photoshop Exercises -Game Resources -Game Genres and Storytelling	Chapter 3 Chapter 4
Week 3 (3 hours)	-Flash Exercises -Storyboards, Flowcharts and Comps -Level and Puzzle Concepts -Franchises, Brands, Licenses	Chapter 5 Chapter 6 Chapter 7
Week 4 (3 hours)	-Game Paper Due -Photoshop and Flash Exercises -Games and Learning	
Week 5 (3 hours)	-Flash Exercises -Development Teams and Resources -Assign Game Groups	Chapter 8 Chapter 9

Week 6 **(3 hours)**	-Internet Resources **- 1st draft of project docs due** -Project Lifecycle and Documents -Project Management, Scope, Budget and Creep	Chapter 10 Chapter 11
Week 7 **(3 hours)**	-Comps, Look and Feel **-Project Docs Due**	
Week 8 **(3 hours)**	**-Graphic Comps Due** -In class group work with instructor feedback	
Week 9 **(3 hours)**	**-Storyboard Comps Due** -In class group work with instructor feedback	
Week 10 **(3 hours)**	-The Game Industry **-Interface Comps Due**	Chapter 12
Week 11 **(3 hours)**	-Social and Ethical Issues in Gaming **-Level Comps Due**	
Week 12 **(3 hours)**	-Breaking into the Industry	Chapter 13
Week 13 **(3 hours)**	-Next Steps **-Puzzle Comps Due**	
Week 14 **(3 hours)**	-The Journey **-Post Mortem Due**	Chapter 14
Final	**Game Forecast/Game Journal/Portfolio Due** **During Final Exam Week**	

IV. Evaluation Methods

Projects	%
Game Paper	20
Project Document (Group)	15
Graphic Comps (Group)	5
Storyboard Comps (Group)	5
Interface Comps (Group)	5
Level Comps (Group)	5
Puzzle Comps (Group)	5
Post Mortem (Group)	10
Game Forecast	10
Game Journal/Portfolio	20

	100

10 different and related assignments for this class: a Game Paper, a Project Document, Graphic Comps, Storyboard Comps, Interface Comps, Level Comps, Puzzle Comps, Post Mortem, Game Forecast, and Game Journal/Portfolio. Each group assignment will be presented to the class.

1) The Game Paper will be an analysis and critique of a game of your choice. You will incorporate the readings into your discussion of a game.

2) The Project Document will be a professional document that your Game Group puts together to outline the game you plan to create for the Final Game.

3) The Graphic Comps will be done with your Game Group. These Comps will capture the look and feel of the game your group is creating.

4) The Storyboard Comps will be done with your Game Group. These comps will visually outline the overarching experience/narrative of your game.

5) The Interface Comps will be done with your Game Group. These comps will illustrate any issues of user interface for playing your game.

6) The Level Comps will be done with your Game Group. These comps will layout the floor plan of a level in your game.

7) The Puzzle Comps will be done with your Game Group. These comps will show one puzzle for opening a door in keeping with the concept of your game.

8) The Post-Mortems will be a Game Group document summarizing the deliverables for the game and looking at it's concept and development, stating what went well and what could have been better or changed for the better.

9) The Game Forecast will be a short document in which you look at where the Game Industry is, and where you think is should be heading. You will also turn in your Game Journal with your Game Forecast.

10) You will be keeping a Game Journal throughout the semester. In this journal, you will keep notes on the games we talk about, the games you play and industry news, as well as sketches and thoughts about the game you're concepting and games in general. And at the end of the semester you will create a Portfolio to display all the work you have done in this class. You will turn your Game Journal/Portfolio in with your Game Forecast.

Grading Scale
100 to 90 = A : 89 to 80 = B: 79 to 70 = C: 69 to 60 = D: Below 59 = F

V. Attendance Policy

There is no formal attendance policy for this course.

VI. Required textbooks, supplemental books and readings

Bates, B. (2001). *Game design: The art and business of creating games.* Roseville, CA: Primatech.

VII. Special resource Requirements

None

VIII. Bibliography

Bethke. E. (2003). *Game development and production*. Plano, TX: Wordware.

Crawford, C. (2003). *On game design*. New York, NY: New Riders.

Friends of ED (2003). *Designer to designer*. http://www.friendsofed.com/

Grossman, A (2003). *Postmortems from game developer*. New York, NY: CMP Books.

IGDA (2003). *Curriculum framework*. http://www.igda.org/academia/curriculum_framework.php

O'Reilly (2003). *Computer books*. http://www.oreilly.com/

Peachpit Press (2003). *Visual quickstart guides*. http://www.peachpit.com/

Salen, K. & Zimmerman, E (2003). *Rules of play: Game design fundamentals*. Boston, MA: MIT Press.

Saltzman, M. (Ed.). (2000). *Game design: Secrets of the sages* (2nd Ed.). Indianapolis, IN: Macmillan.

Rollings, A. & Adams, E. (2003). *On game design*. New York, NY: New Riders.

Rouse, R. (2001). *Game design: Theory and practice*. Plano, TX: Wordware.

Correspondence with the Computer Science Department

From: drew davidson
To: Jim Wolfe
Cc: Kurt Dudt
Sent: Tuesday, August 26, 2003 11:03 AM
Subject: game course proposal
Attached: syllabusofrecord.doc

hi jim - i've been teaching a game development course as a special topic and am now in the process of preparing to get it approved as a regular course. i am planning to submit this course proposal to the curriculum committee in 2 weeks, and wanted to share the syllabus of record (attached) with you and see if computer science had any comments. hope you're well, thanks, drew

From: "Jim Wolfe" <jlwolfe@iup.edu>
To: <drew@iup.edu>
Sent: Friday, September 19, 2003 10:35 AM
Subject: COMM 401

Drew,

I asked the department curriculum committee to look at the outline of COMM 401 which you sent. This message is a combination of their comments and my own.

We get some mixed impressions as to whether this course includes the actual development of a game or not. Are we correct in assuming that course goes through the design process, including forecasted usage, but does not actually implement a game? Thus, at the end of the course, everything is on paper but little or none of it is in software. There was a suggestion that the course title might be changed if no game is produced - perhaps something like, Digital Game Design or The Process of Digital Game Development. To us, the current title connotes implementation.

The choice of prerequisite is also a little puzzling. Are there no particular courses that you want a student to have before taking COMM 401? If there is no software to be produced, it would make sense that no programming prerequisites are included. However, it seems as though the students will be writing/sketching many elements. Wouldn't it make sense to have something like Research Writing or Technical Writing or a course that involves group problem solving as possible prerequisites? Are any particular computer skills using packaged programs prerequisites? Are any particular logic skills important enough to be prerequisites?

We see no conflict between any of our courses and COMM 405. And, if the course were proposed exactly as is, we would vote for it. The comments above are meant to suggest possible improvements.

Jim

From: "drew davidson" <drew@iup.edu>
To: "Jim Wolfe" <jlwolfe@iup.edu>
Sent: Friday, September 19, 2003 12:52 PM
Subject: Re: COMM 401

thanks jim! i appreciate comp sci's feedback.
in answer to your comments...

first, based on your comments we think it's a good idea to change the name
to
the process of digital game development
you are correct that this course does not require the students to
programmatically implement a game concept (although if they want they can
(and some do) it covers the development process with associated deliverables
around a game concept...so we think this is a good title for the course..

and as to prerequisistes, our dept decided to limit the prereqs to
upper-level to enable all jr/sr students the opportunity
to take the course (most of our jr/sr students have had production courses)
and at the instructor's permission to allow other
students as well (currently i have a comp sci major in it right now who's
great!) the course is designed with comm media majors in mind, but will be
offered to students at large.

our dept curriculum committee will prepare to pass this forward to the
university committee.

thanks again! Drew

Correspondence with the Art Department

From: <u>drew davidson</u>
To: <u>Richard.Ciganko@iup.edu</u>
Cc: <u>Kurt Dudt</u>
Sent: Tuesday, October 07, 2003 9:49 AM
Subject: course proposal

hi rich - thanks for your quick call back... i've been teaching this game development course as a special topic and am now in the process of preparing to get it approved as a regular course. it has been approved by our deparment and college curriculum committees and at the advice of dr. dudt, i wanted to make you aware of this course proposal. we are planning to send it to the university-wide curriculum committee within the week and wanted to share the syllabus of record (attached) with you prior to see if you have any comments. thanks, drew

Note: there has been no response as of 10/14/03.

Letter of Agreement with Art Department

Indiana University of Pennsylvania

Department of Art
Sprowls Hall, Room 115
470 S. Eleventh Street
Indiana, Pennsylvania 15705-1087

724-357-2530
Fax: 724-357-3296
Internet: *http://www.iup.edu*

September 9, 2003

Dr. Kurt Dudt
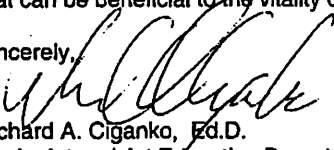Chair, Communications Media Department
Indiana University of Pennsylvania

Dear Dr. Dudt:

During an interdepartmental meeting held on September 8, 2003, the Department of Art and Art Education and the Department of Communications Media mutually agree that the mission of each department is significantly different. The Department of Art and Art Education prepares artists in the area of graphic design while the stated philosophy of Communications Media is to "...prepare generalists in the area of communication." Therefore, courses subsequently developed should not be philosophically confused. It is appropriate for each department to address the specific needs of students within their respective field of study and design a curriculum that will assist students to grow within their respective major. While the needs of the Department of Art and Art Education requires us to remain alert to NASAD accreditation requirements, we are not inclined to object to any courses being developed within Communications Media that will help them serve the demands of their students. In fact, we support such development.

Furthermore, it would be beneficial for both departments to identify students who might profit from course work available in either department regardless of the students' selected major area of study. The constraints of space, facilities, and faculty need to be respected but each department will make an effort to accommodate recommended students.

In a spirit of collegiality, the departments agreed to work together to facilitate cross-disciplinary access as well as to generate new and innovative opportunities that can be beneficial to the vitality of both programs.

Sincerely,

Richard A. Ciganko, Ed.D.
Chair, Art and Art Education Department

pc: Michael Hood, Dean College of Fine Arts

Course Analysis Questionnaire

Section A: Details of the Course

A1. How does this course fit into the programs of the department? For which students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.

This is an elective in Communications Media majors advanced electives.

It incorporates the medium of digital games and game development into the Communications Media department. This course is designed with majors in mind, but will be offered to students at large. The amount of unique information related to the field of game development creates the need for a course itself to introduce students to the concepts and process.

A2. Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.

No.

A3. Has this course ever been offered at IUP on a trial basis (e.g. as a special topic) If so, explain the details of the offering (semester/year and number of students).

It has been offered as a 481 Special Topics. It was offered Spring 03, 2nd summer session 03, and two sessions in Fall 03. Each section of the course has had 20 students.

A4. Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.

Yes. It is our intention to afford graduate students the opportunity to this course as well

A5. If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?

No, this course will be 3 credits.

A6. Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).

Digipen Institute of Technology. Game Project Introduction.
University of Advancing Technology. Applied Game Theory.
Full Sail. Structure of Game Production.

The Art Institute. Introduction to Game Development.
Carnegie Mellon University. Game Design.
IT University. Computer Games.
Southern Methodist University. Game Study.

A7. Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.

The IGDA (International Game Developers Association) has a developed a curriculum framework to serve as a conceptual guide. This course was developed with that framework in mind.

Section B: Interdisciplinary Implications

B1. Will this course be taught by instructors from more than one department or team taught within the department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.

No.

B2. What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).

Through our research of the current course catalog and our discussions with Computer Science, Fine Arts, Business and the Administration we've determined that there is no other course that covers all of this content.

B3. Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.

No.

B4. Will seats in this course be made available to students in the School of Continuing Education?

Yes.

Section C: Implementation

C1. Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of

current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.

As noted in A3 above, this course has been offered as a 481 Special Topics. The course will be offered once a year and once in the summer with other courses that are electives.

Yes. Dr. Drew Davidson was hired to develop courses like this one with the expectation of teaching it as part of his workload.

C2. What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:

*Space – the current labs available are sufficient
*Equipment –the computers in the labs are sufficient
*Laboratory Supplies and other Consumable Goods -ditto
*Library Materials –We are working to win grants to create a videogame library for students.
*Travel Funds –none needed

C3. Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)

No.

C4. How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?

Each academic year and once in the summer.

C5. How many sections of this course do you anticipate offering in any single semester?

No more than 1.

C6. How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?

20 students. There are 20 computers in the lab.

C7. Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.

N/A.

C8. If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.

N/A.

Section D: Miscellaneous

Include any additional information valuable to those reviewing this new course proposal.

Current course website

http://www.coe.iup.edu/drew/comm481

and course resource page

http://www.coe.iup.edu/drew/comm481/links.html