

COMM 206 History and Theory of Making Games-NewCrs-2016-07-19

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: **ONLY** change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-NewCrs-2015-08-10**

- If DUAL LISTED list BOTH courses in the page title***

Second Step: Click “SAVE” on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- Please be sure to remove the Brackets while renaming the page***

Third Step: Make sure the word ***DRAFT*** is in yellow at the top of the proposal

Fourth Step: Click on “**EDIT CONTENTS**.” (not EDIT) and start completing the template. When exiting or when done, click “**SAVE**” on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

**Indicates a required field*

Proposer*	Ahmed Yousof	Proposer Email*	a.k.yousof@iup.edu
Contact Person*	B. Gail Wilson	Contact Email*	bgwilson@iup.edu
Proposing Department/Unit*	Communications Media	Contact Phone*	7243573210

(A) Course Prefix*	See the Registrar's List of Unavailable Course Numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323 COMM
(B) Course Number*	<i>If Dual Listed, enter both course numbers</i> 206
(C) Course Title*	History and Theory of Making Games
(D) Course Level*	undergraduate-level
(E) Cross Listed*	<i>Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc. Cross Listed = Course has more than one prefix such as GEOG/RGPL 233</i> NO If YES, with:
(F) Variable Credit*	NO If YES, enter the number of credits:
(G) Variable Title*	NO If YES, enter the title(s):
(H) Number of Credits*	Class Hours:3 Lab Hours:0 Credits:3

(I) Repeatable Course*	<p>NO</p> <p>If YES, please complete the following:</p> <p style="padding-left: 40px;">Number of Credits that May be Repeated:</p> <p style="padding-left: 40px;">Maximum Number of Credits Allowed to be Repeated:</p>
(J) Prerequisite(s)	<p>COMM 150</p>
(K) Co-requisite(s)	<p><i>This means that another course must be taken in the same semester as the proposed course</i></p>
(L) Additional Information	<p><i>Check all that apply. Note: Additional documentation will be required</i></p> <p><i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i></p> <p><i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i></p> <p><i>* Distance Education: Please complete the Distance Education section of this form (below)</i></p>
(M) Recommended Class Size	<p>NO</p> <p>Number (Enter Zero if No):Zero</p> <p>If YES: (Check one of the following reasons and provide a narrative explanation)</p> <p>Explain (required):</p>
(N) Catalog Description*	<p><i>Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.</i></p> <p>Explores the origins of games and game play into the contemporary era of video and electronic games. Introduces the history of the games industry and the process of how games are created. Analyze games through an ethical and developmental framework, as well as explores how games are used for entertainment, teaching and training.</p>
(O) Student Learning Outcomes*	<p><i>These should be measurable, appropriate to the course level, and phrased in terms of <u>student achievement</u>, not instructional or content outcomes</i></p> <p><i>If dual listed, indicate additional learning objectives for the higher level course.</i></p> <p>By the end of this course, students will be able to:</p> <ul style="list-style-type: none"> • Understand the historical background of the games and the evolution to electronic games • Understand the historical background of the game creation process • Examine ethical issues related to games and game playing • Evaluate games and assess their playability and value • Recognize and deconstruct game concepts • Create and present game layout concepts
(P) Brief Course Outline* For Each Outcome Describe How the Outcome Will Be Achieved	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or</i></p> <p><i>direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p><u>Detailed Course Outline -</u></p>

Week #	Content	Book Readings	Assignments Due
1	<ul style="list-style-type: none"> Syllabus Review & Course Intro Game Terminology 	Gamestorming Chapter 1: What is a game?	
2	<ul style="list-style-type: none"> History of Games Origins of Video Games 		Discussion Post #1
3	<ul style="list-style-type: none"> Elements of Gameplay Meaningful Play 	Gamestorming Chapter 2 Essentials for Gamestorming	Writing Assignment #1 Discussion Post #2
4	<ul style="list-style-type: none"> Game Concepts - Medium & Aesthetics 		Discussion Post #3
5	<ul style="list-style-type: none"> Game Genre 	Gamestorming Chapter 3 Core Gamestorming Skills	Writing Assignment #2 Discussion Post #4
6	<ul style="list-style-type: none"> Games as cultural reflections Gender and Cultural representations in games 	Gamestorming Chapter 4: Core Games	Discussion Post #5
7	<ul style="list-style-type: none"> Ethics & Games Games & Addiction 		Mid-Term Exam Discussion Post #6
8	<ul style="list-style-type: none"> Social Learning Theory Violence and bullying 	Gamestorming Chapter 5: Games for Opening	Writing Assignment #3 Discussion Post #6
9	<ul style="list-style-type: none"> Game Analysis and Critique 		Discussion Post #7
10	<ul style="list-style-type: none"> Interdisciplinary content in games <ul style="list-style-type: none"> Media, Art, Music, Military, History and more 	Gamestorming Chapter 6: Games for Exploring	Writing Assignment #4 Discussion Post #8
11	<ul style="list-style-type: none"> Games for serious purpose <ul style="list-style-type: none"> Games in Education and Training 		Discussion Post #9
12	<ul style="list-style-type: none"> Building your game Game development documentation Game Construction Process 	Gamestorming Chapter 7: Games for Closing	Writing Assignment #5 Discussion Post #10
13	<ul style="list-style-type: none"> Game Layout Process 	Gamestorming Chapter 8: Putting Gamestorming Together	
14	<ul style="list-style-type: none"> The current games industry and the future of games <ul style="list-style-type: none"> Indie Games, the Media and Mergers 		
15	<ul style="list-style-type: none"> Final Game Presentations 		Final Game Prototype
Final Exam Time			

Evaluation Methods

Evaluation Methods –

Students will be assessed through successful completion of assignments and participation in group discussions and debates. Successful completion of the course assignments and exams as outlined below. Detailed instructions for each assignment, particularly the Final Board Game Design and the Final Game Presentation, will be distributed in class.

10 Discussion Board Posts: Weeks number 2 through 12, weekly discussion prompts will be based on assigned textbook and article readings and class discussions. Students will post their comments on the LMS page for this course, due each week at a specified time. The assignment of articles will correspond to the questions for this assignment. The assignment instructions will indicate deadlines for these comments and a requirement that comments cannot be repeated, encouraging students to post comments early. Some discussion prompts could include:

- Why do people play games? (Chapter 1 & Supplemental Article)
- What do game players want? (Chapters 2 and 3)
- Why do we watch games we can't play? (Supplemental Article)
- How can games teach? (Chapters 5 and 7)
- How do games reinforce negative stereotypes? (Supplemental Article)
- Why do games need rules? (Chapters 5, 6, and 7)
- What makes a game successful? (Chapter 8 & Supplemental Article)
- How can a board game be adapted for an online or electronic game? (Chapter 8)

5 Writing Assignments: Students will write five short reports (1-2 pages) responding to topics designed by the instructor. Examples of this include:

- Comparison of game storylines and character backstories
- Reflection on ethical issues and the effects upon the player
- Marketing analysis between industry companies and types of games
- Research on industry jobs and income changes over the last 40 years
- Game concept & layout analysis

Mid-Term Exam – A midterm exam will be administered to assess retention and understanding of the content in the first half of the class. Students will be supplied a study guide to assist studying for the exam. The midterm exam can be administered in two formats:

1. The Instructor could administer the midterm exam during a class as a written test, or
2. The exam can be open note and open book online in Desire2Learn. Students will have one week to complete the midterm exam, which would be timed based upon a class meeting time amount.

Final Board Game Design -Students will work in small groups of three or four to produce a playable board game that incorporates the design concepts and rules of play that have been covered throughout the course. The board game should promote new knowledge and/or awareness of a current issue (e.g. Title IX, underage drinking. etc). The board game should be ready to be published and therefore will entail:

1. Storyline
2. Rules
3. Multi-player Interactivity
4. Information manipulation
5. Describe how your game would be adapted for other platforms including online or social media games

The instructor will provide students with a detailed guideline that includes a rubric for evaluating the board game.

Final Game Presentation – Each group will make a presentation about their game highlighting the areas outlined in the instructions for the Final Board Game Design. A working prototype of the game must be developed and be able to be played by a few of the other students in the class.

Rationale for Proposal

(Q) Why is this Course Being Proposed?*	The course is proposed to provide an appropriate prerequisite to existing games and related courses currently offered in the Department of Communications Media. This course will provide foundational knowledge that will help students understand how games are created and why people play games, both traditional and electronic games.
(R) University Senate Summary of Rationale	<i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i> The course is proposed to provide an appropriate prerequisite to existing games and related courses currently offered in the Department of Communications Media. This course will provide foundational knowledge that will help students understand how games are created and why people play games, both traditional and electronic games.
(S) How Does it Fit into the Departmental Curriculum?*	<i>Check all that apply</i> If Other, please explain: Media Studies Elective/Major Elective

<p>(T) Is a Similar Class Offered in Other Departments? *</p>	<p>NO</p> <p>Please Provide Comment:</p> <p>No courses in other departments address this content.</p>				
<p>(U) Does it Serve the College /University Above and Beyond the Role it Serves in the Department?*</p>	<p>NO</p> <p>Please Provide Comment:</p>				
<p>(V) Who is the Target Audience for the Course?*</p>	<p>If Other, please explain:</p> <p>Communications Media majors and minors</p>				
<p>(W) Implications for Other Departments*</p>	<p>A. What are the implications for other departments? (For Example: overlap of content with other disciplines, requirements for other programs)</p> <p>The course does not include content from courses in other departments and should have no impact on other departments. Students from other majors may take this course as it fits into their program once they have completed the prerequisite.</p> <p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?</p>				
<p>(X) Attach Supporting Documents for Implications, if Necessary</p>	<table border="1"> <thead> <tr> <th data-bbox="347 1213 451 1241">File</th> <th data-bbox="451 1213 594 1241">Modified</th> </tr> </thead> <tbody> <tr> <td colspan="2" data-bbox="347 1241 594 1262"><hr/></td> </tr> </tbody> </table>	File	Modified	<hr/>	
File	Modified				
<hr/>					
<p>(Y) Are the Resources Adequate?*</p>	<p><i>(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)</i></p> <p>NO</p> <p>Please Provide Comment:</p>				

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

<p>If Completing this Section, Check the Box to the Right:</p>	
<p>Course Prefix/Number</p>	

Course Title	
Type of Proposal	<i>See CBA, Art. 42.D.1 for Definition</i>
Brief Course Outline	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p>
Rationale for Proposal (Required Questions from CBA)	
How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?	
For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.	
How will the instructor-student and student-student interaction take place? (if applicable)	
How will student achievement be evaluated?	
How will academic honesty for tests and assignments be addressed?	

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

If Completing this Section, Check the Box to the Right:	
--	--


Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	

Liberal Studies Elective	<i>Please mark the designation(s) that apply - must meet at least one</i>
Expected Undergraduate Student Learning Outcomes (EUSLOs)	<i>Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners</i> <i>See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694</i>
Description of the Required Content for this Category	<i>Narrative on how the course will address the Selected Category Content</i>
All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.	
Please answer the following questions.	
Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.	
Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.	

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

If Completing this Section, Check the Box to the Right:	
Course Designations:	
Key Assessments	

	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric <p style="text-align: center;">File Modified</p> <hr/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files 
<p>Narrative Description of the Required Content</p>	<p><i>How the proposal relates to the Education Major</i></p>

For Deans Review
<p>Are Resources Available/Sufficient for this Course?</p>
<p>Is the Proposal Congruent with the College Mission?</p>
<p>Has the Proposer Attempted to Resolve Potential Conflicts with Other Academic Units?</p>
<p>Comments:</p>

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions <http://ihelp.iup.edu>