

COURSE NAME: GDD100 Ludology

Credit Value: 3
Total Course Hours: 42
Prerequisite Course(s): None
Corequisite Course(s): None

COURSE DESCRIPTION

In this course, students will learn the history of games, from their humble beginnings through to present day. Additionally, students will learn about games created all over the world, in order to understand that games can be a reflection of the designer's world view and lived experiences. Focus will be placed on playing games, group discussion, dissection, and feedback.

LAND ACKNOWLEDGEMENT

Canadore College resides on the traditional territory of the Anishinaabeg and within lands protected by the Robinson Huron Treaty of 1850. This land is occupied by the people of Nipissing First Nation, Treaty #10 in the Robinson Huron Treaty of 1850 since time immemorial.

PLAR INFORMATION

This course is not eligible for Prior Learning Assessment and Recognition.

COURSE LEARNING OUTCOMES

Upon completion of this course, the student will have reliably demonstrated the ability to:

- | | |
|---|---|
| <p>1.0 Describe the history of games, from inception to present day.</p> <ul style="list-style-type: none">1.1 Explain the function of gaming / play in a social and historical context.1.2 Explain first recorded games played from various civilizations.1.3 Discuss earliest video games.1.4 Describe progression of video game hardware, and how it drove evolution of software.1.5 Discuss democratization of game creation with advent of accessible game creation tools.1.6 Discuss current state of video games with focus placed on their evolution to this point. <p>2.0 Describe how differences in culture and experience can affect the creation and subject matter of games.</p> <ul style="list-style-type: none">2.1 Review the western approach to game design / game mechanics.2.2 Describe how games from Japan differ in their design / execution from western style games.2.3 Explain how games from former Eastern | <p>Bloc games differ in their design / execution from western style games.</p> <ul style="list-style-type: none">2.4 Explain how games designed by Aboriginal designers tell their unique stories through gameplay / execution.2.5 Identify designers that use games as their medium to tell unique, personal, heartfelt stories. <p>3.0 Explain the origins and features of well-known game mechanics.</p> <ul style="list-style-type: none">3.1 Explore and discuss the origins of platforming games, as well as investigating current games who utilize those mechanics today.3.2 Identify the origins of in-game quick-time event sequences, discuss the pros and cons of this system.3.3 Discuss the history of games that utilize branching storylines / multiple endings from their inception up to present day.3.4 Describe the history of stealth game mechanics, investigate games using this mechanic today, discuss pros and cons of this |
|---|---|

- mechanic.
- 3.5 Describe the first known games that featured puzzle design, show how these mechanics permeate many games today.
- 4.0 Describe ways in which story is told through gameplay.
- 4.1 Explain how text can be a simple and effective, if somewhat immersion breaking means of communicating story.
- 4.2 Describe how cutscenes can both communicate story, as well as potentially create a sense of ludo-narrative dissonance.
- 4.3 Describe ways in which games use in-game scripted sequencing to aid in storytelling.
- 4.4 Discuss how a strongly designed world can build aid in building narrative.
- 4.5 Explain how the game mechanics themselves, through their implementation and subversion, can aid in storytelling.
- 5.0 Explain the progression of the hardware, as well as the medium over time.
- 5.1 Discuss creation of world's first video game.
- 5.2 Explain how gaming evolved into arcade systems.
- 5.3 Discuss the advent of the home gaming system.
- 5.4 List the first generation of 3d capable systems, and how they changed gaming, adding new genres, systems, and mechanics.
- 5.5 Discuss how online gaming created new game genres including online FPS and MMO games.
- 5.6 Describe how the advent of smartphones created a market for mobile games.
- 6.0 Describe origins of popular game genres.
- 6.1 Discuss the origins of the platforming genre, how they came to be one of the first, and still one of the most popular genres in existence.
- 6.2 Identify the first first person shooter games, and how they came to be one of the largest genres that exists today.
- 6.3 Describe the origins of role playing games, from their inception as tabletop games through to present day.
- 6.4 Identify the roots of real time strategy games, and how they have evolved into the popular esports games we see today.
- 6.5 Discuss the origins of 3rd person action / adventure games.
- 6.6 Explain the history of massively multiplayer online games.

GENERAL EDUCATION

This is not a General Education course.

ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES

This course contributes to the following Ministry of Colleges and Universities approved essential employability skills (EES) outcomes:

2. Respond to written, spoken, or visual messages in a manner that ensures effective communication
7. Analyse, evaluate, and apply relevant information from a variety of sources.
8. Show respect for the diverse opinions, values, belief systems, and contributions of others
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
11. Take responsibility for one's own actions, decisions, and consequences.

EXTERNAL COURSE ACCREDITATIONS AND CONDITIONS

There are no external accreditations or conditions identified for this course.

COURSE EVALUATION

Tests and Quizzes - 30%

Assignments - 30%

Labs / Studies - 40%

PROGRAM SPECIFIC GRADING

As per College Grading System

GRADING SYSTEM

A+:	90-100%	B+:	77-79%	C+:	65-69%	D:	50-54%	S - Satisfactory
A:	85-89%	B:	73-76%	C:	60-64%	F:	0-49%	I - Incomplete
A-:	80-84%	B-:	70-72%	D+:	55-59%			F- Repeat Course, included in GPA
								FS- Failure Supplemental
								FR- Repeat course, excluded from GPA

*For a complete chart of grades and descriptions, please see the Grading Policy.

LEARNING RESOURCES

No textbooks have been identified for this course.

Other Resources:

Frans Mayra - An Introduction to Game Studies - ISBN: 141293446X

Resources listed on the course outline support the achievement of learning outcomes, and may be used throughout the course to varying degrees depending on the instructor's teaching methodology and the nature of the resource.

Technology requirements - <https://www.canadorecollege.ca/BYOD>

The Harris Learning Library's staff can help you find resources to support your learning - www.eclibrary.ca

LEARNING ACTIVITIES

In Class instruction/discussion

Instructor demonstration
Individual hands-on practice
In-class assignments

DELIVERY MODE

This course may be delivered, in whole or in part, in a number of modalities, including in class, online, hybrid, in a synchronous or asynchronous manner or a combination thereof, as per accreditation and/or regulatory standards where appropriate.

RECORDING GUIDELINES

This class may be recorded by faculty of the College. Faculty will inform students when recording of the class commences and ceases. 'Recorded' means that the audio-visual and chat portions of the class will be recorded and then be stored on the College or vendor provider server. They will be made available to students, but only for the express and sole use of those registered in this course. If you have any questions or concerns about this recording, please contact your instructor or the College's privacy officer at privacy.officer@canadorecollege.ca. Full recording guidelines can be found at: <https://cdn.agilitycms.com/canadore-college/academic-centre-of-excellence/Canadore%20Recording%20Guidelines.pdf>

ACADEMIC POLICIES

Canadore College is committed to the highest standards of academic integrity, and expects students to adhere to these standards as part of the learning process in all environments. The College's Academic Integrity policy seeks to ensure that all students understand their rights and responsibilities in upholding academic integrity and that students receive an accurate and fair assessment of their work. Please review the Academic Integrity policy (A-18) and other academic policies found on our website: <https://www.canadorecollege.ca/about/policies>.

COLLEGE POLICIES

- Protecting human rights in support of a respectful college community

For college policies please see: <http://www.canadorecollege.ca/about-us/college-policies>.

STUDENT SUCCESS SERVICES - Your Success Matters!

Student Success Services provides student-focused services to facilitate students' success in their studies. Staff provide support by reducing and/or removing educational-related barriers through individualized accommodations and supports to students with disabilities.

Please visit our webpage to learn more: <https://www.canadorecollege.ca/support/student-success-services> or

look for our events on social media.

To connect with Student Success Services email studentsuccessnow@canadorecollege.ca or call 705.474.7600 ext 5205.

FIRST PEOPLES' CENTRE:

A culturally safe environment offering CONFIDENTIAL student focused services, drop in or make an appointment to access:

- One on one counselling
- Elder in residence program
- Peer tutoring
- Peer mentorship
- Lunch & learn workshops on study skills, self-care, life skills
- Learning Resource Centre

Drop by our offices at C254 College Drive, E101 Commerce Court or call 705 474 7600 Ext. 5961 College Drive / 5647 Commerce Court.

<https://www.canadorecollege.ca/experience/indigenous-student-experience>

WAIVER OF RESPONSIBILITY

Every attempt is made to ensure the accuracy of this information as of the date of publication. The college reserves the right to modify, change, add, or delete content.

HISTORICAL COURSE OUTLINES

Students use course outlines to support their learning. Students are responsible for retaining course outlines for future use in applications for transfer of credit to other educational institutions.