

**COURSE NAME:** GDD102 Game Design I

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Credit Value: 4  
Total Course Hours: 56  
Prerequisite Course(s): None  
Corequisite Course(s): None

## COURSE DESCRIPTION

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Course Description: This course will teach students, at a high level, general game design theory. Students will begin by analyzing games from various genres, breaking their core mechanics down in order to understand the key ingredients of a compelling game within the genre. Students will learn topics including developing game mechanics that help tell a story, player-centric design, and user interface / user experience design. Additionally, students will learn critical skills for game design including designing games for disability, representation in games, and designing for inclusivity.

## PLAR INFORMATION

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

## COURSE LEARNING OUTCOMES

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

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| <p>1.0 Compare and contrast core game mechanics.</p> <ul style="list-style-type: none"><li>1.1 Analyze key mechanics for a variety of games.</li><li>1.2 Discuss differences between core mechanics and secondary / tertiary mechanics.</li><li>1.3 Analyze core progression loops in a variety of games.</li><li>1.4 Illustrate key use cases where mechanics can be subverted successfully in a game.</li><li>1.5 Evaluate paper prototype of game, with emphasis on its mechanics.</li></ul> <p>2.0 Demonstrate ability to pair game mechanics with storytelling.</p> <ul style="list-style-type: none"><li>2.1 Analyze ways in which game design mechanics can be implemented to aid in storytelling.</li><li>2.2 Analyze games where mechanics and plot are at odds with one another.</li><li>2.3 Demonstrate games which lean heavily on game mechanics to tell the story almost entirely.</li><li>2.4 Demonstrate a document for a game that showcases game design with strong attention to mechanics, story, and how they work together.</li></ul> <p>3.0 Recognize importance of user-centric design / user experience design.</p> | <ul style="list-style-type: none"><li>3.1 Recognize key ways in which an intuitive interface design creates a seamless experience for players, and conversely, how poorly designed user experience can alienate them.</li><li>3.2 Evaluate ways in which strong visual language in user interfaces can explain key concepts of your game intuitively and visually.</li><li>3.3 Distinguish the role visual design and animation plays in strong interaction design.</li><li>3.4 Discuss the role audio can play in strong interaction design.</li><li>3.5 Compose wireframe mock-ups of a custom UI system.</li><li>3.6 Analyze the basics of human behaviour and psychology as it relates to user experience design.</li></ul> <p>4.0 Discuss ways that games can be modified to design to accommodate common disabilities.</p> <ul style="list-style-type: none"><li>4.1 Analyze key ways in which game settings can aid with people with visual impairments.</li><li>4.2 Discuss standards and best practices for providing game subtitles.</li><li>4.3 Discuss ways in which controller customization options aids players with physical disabilities.</li><li>4.4 Inspect ways in which game difficulty can be</li></ul> |
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scaled for players with cognitive impairments.

5.0 Demonstrate understanding of the importance of representation and inclusivity in game design.

5.1 Discuss common stereotypes used in media to quickly act as character-building archetypes.

5.2 Discuss ways in which stereotypes can be useful, as well as when they can be damaging.

5.3 Discuss ways in which characters can be

designed thoughtfully and with purpose.

5.4 Illustrate examples of characters in games that forgo obvious stereotypes, creating stronger personalities.

5.5 Demonstrate examples of games which utilize stereotypes both effectively and ineffectively. Recognize key differences between the two, discuss ways in which the contrasting examples differ.

## GENERAL EDUCATION

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This is not a General Education course.

## ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES

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

1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience.
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.
10. Manage the use of time and other resources to complete projects.
11. Take responsibility for one's own actions, decisions, and consequences.

## EXTERNAL COURSE ACCREDITATIONS AND CONDITIONS

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## COURSE EVALUATION

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Tests and Quizzes - 20%

Assignments - 40%

Labs / Studies - 40%

## PROGRAM SPECIFIC GRADING

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As per College Grading System

## GRADING SYSTEM

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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

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Other Resources:

Jesse Schell - The Art of Game Design: A Book of Lenses, Third Edition ISBN: 1138632058

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.

## LEARNING ACTIVITIES

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In Class instruction/discussion

Instructor demonstration

Individual hands-on practice

In-class assignments

## DELIVERY MODE

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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.

## ACADEMIC POLICIES

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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

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- 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](mailto: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.

