

Intro To Game Development / Game Dev Studio

Spring '24

DM-UY 2153 A
MON / WED, 12pm - 1:50pm
Location: 370 Jay St., Rm. 307

INSTRUCTOR:

Diego Garcia <degarcia@nyu.edu>

Office Hours: TBA

Course Slack: <https://introdevspr24.slack.com>

DESCRIPTION:

This class introduces the principles of analog and digital game design. Students learn about a range of game types and understand their conceptual building blocks. Students complete a structured sequence of assignments toward the completion of game project(s).

LEARNING GOALS / OUTCOMES:

- Understand basic game design concepts, processes and terminology
- Acquire a critical understanding of digital media (specifically, digital games)
- Develop competency in basic OO programming (in a game development context)
- Develop competency in industry-standard commercial software (GM Studio 2)

MATERIALS / TOOLS:

- A Computer or Laptop to run GM Studio 2 and Zoom (for project sharing, office hours, and remote instruction when necessary)
- GM Studio 2, free or education version

ASSIGNMENTS:

- DESIGN EXERCISES - analog exercises in class, digital games solo and in group
- **MIDTERM solo project:** a digital game clone, working from an existing arcade game
- **FINAL group project:** a digital single player game following a secret theme

COURSE STRUCTURE AND ATTENDANCE:

- This class will be held synchronously and in-person. If you have any issues attending a class in person, you must let me know ahead of time to be considered for excusal.
- Course materials will be made available following each class session - slides, examples, etc.
- Days typically alternate between structured lecture/instruction, and lab time for work time and check-ins. Attendance is required on both days.
- Showing up is the most important part of class! You must communicate with me if you cannot attend.
- ALL course communication will be handled through Slack. We'll go over this day one - **you are required to check the slack daily.**

THERE IS NO FINAL EXAM. But we may use finals week to extend classes in the case of any necessary cancellations.

SCHEDULE (* tentative, subject to some change)

Wk 1 (1/22, 24):	Intro to Programming, Drawing and Interaction, Objects, Logic
Wk 2 (1/29, 31):	Collision Game State, Screens *Add Drop Deadline SUNDAY. 2/4
Wk 3 (2/5, 7):	Sound and Animations
Wk 4 (2/12, 14):	Platforming, Game Feel, and Level Design - <u>DUE: Action Game</u>
Wk 5 (2/19, 21):	Simple AI - <u>DUE: Platformer Feel</u> *No class monday, president's day
Wk 6 (2/26, 28):	The Golden Age of the Arcade - <u>DUE: Platformer Level Design</u>
Wk 7 (3/4, 6):	Iteration and the Formal Elements of Games
Wk 8 (3/11, 13):	Randomness, Probability, and Feedback
Wk 9 (3/18, 20):	No Classes - Spring Break
Wk 10 (3/25, 27):	Simulation and Representation
Wk 11 (4/1, 3):	World Construction <u>DUE: Game Clone</u>
Wk 12 (4/8, 10):	Designing, Shaping, and Implementing Narrative - <u>DUE: Simple Environment</u>
Wk 13 (4/15, 17):	Lab *No Class Wed. (Fall Break)
Wk 14 (4/22, 24):	Goals and Incentives
Wk 15 (4/29, 5/1):	Playtesting
Wk 16 (5/6)	FINAL DUE Monday 5/6, last day of classes!

(Syllabus continues on the next page.)

IDM PROGRAM LEARNING OBJECTIVES

- Develop conceptual thinking skills to generate ideas and content in order to solve problems or create opportunities.
- Develop technical skills to realize their ideas.
- Develop critical thinking skills that will allow them to analyze and position their work within cultural, historic, aesthetic, economic, and technological contexts.
- Gain knowledge of professional practices and organizations by developing their verbal, visual, and written communication for documentation and presentation, exhibition and promotion, networking, and career preparation.
- Develop collaboration skills to actively and effectively work in a team or group.

ASSESSMENT:

Students will be graded primarily on demonstrated process and technique. Students will be given grades based on a 100-point scale. Each assignment will be graded on a point scale, and these points will be added up to determine the final grade, according to the following:

93+	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
65-66	D
64-	F

GRADING BREAKDOWN:

The following are the components of the grade:

Participation:	30%
Assignments:	20%
Clone Game:	20%
Final:	30%

PARTICIPATION:

Your Participation is based on the following criteria:

- Active and engaged contribution to open work presentations, course discussions, and in-class exercises.
- Peer grades and participation in writing group evaluations.

- If for any reason you foresee issues with any of the above, or there's something I can do to better facilitate your participation or learning, please reach out to me.

ATTENDANCE:

The attendance and participation portion of your grade is based on the following:

- Your attendance in class and tardiness. After 2 unexcused absences, every further absence will decrease your class grade by a level (e.g. A >> B)... 4 is grounds for failure.

STATEMENT OF ACADEMIC INTEGRITY

Plagiarism is presenting someone else's work as though it were your own: A sequence of words quoted without quotation marks from another writer or a paraphrased passage from another writer's work or facts, ideas or images composed by someone else.

engineering.nyu.edu/academics/code-of-conduct/academic-dishonesty

ACADEMIC ACCOMMODATIONS

If you are a student with a disability who is requesting accommodations, please contact New York University's Moses Center for Students with Disabilities at [212-998-4980](tel:212-998-4980) or mosescsd@nyu.edu. You must be registered with CSD to receive accommodations. Information about the Moses Center can be found at <http://www.nyu.edu/csd>. The Moses Center is located at 726 Broadway on the 2nd floor.

If you are experiencing an illness or any other situation that might affect your academic performance in a class, please email the Office of Advocacy, Compliance and Student Affairs: eng.studentadvocate@nyu.edu.

STATEMENT ON INCLUSION

The NYU Tandon School values an inclusive and equitable environment for all our students. I hope to foster a sense of community in this class and consider it a place where individuals of all backgrounds, beliefs, ethnicities, national origins, gender identities, sexual orientations, religious and political affiliations, and abilities will be treated with respect. It is my intent that all students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. If this standard is not being upheld, please feel free to speak with me.