

A - New Course Proposal V. 7.2022 : Entry # 2282**DEAN Decision**

Approved

Date

09/12/2022

Is this course intracollegiate or intercollegiate?

Intercollegiate

DEAN Comments

this is a service learning course that will fulfill an elective in the game design major

ACADEMIC PROGRAM Decision

Approved

Date

10/25/2022

Type the name of your committee

Service Learning

SCHOOL EPC Decision

Approved

Date

11/18/2022

APIRC Decision

Approved

Date

03/07/2023

Begin Form**Today's Date**

09/12/2022

Your Name:

Brian Heagney

Your Email:

A - New Course Proposal V. 7.2022 : Entry # 2282bheagney@highpoint.edu**Are you a Department Chair?**

No

Department Chair Name

Stefan Hall

Email address of your Department Chairshall@highpoint.edu**By checking below I am certifying that my department chair has seen and approved the new course that is in this proposal**

Yes

Please select the appropriate school overseeing this proposal:

Communication

Which semester is this course to be taught for the first time?

Fall 2023

Information for the Registrar**Choose the department designator for your proposed course from the list below.**

GAM

Proposed Course Number

3333

Is this course cross listed?

No

Does this course replace a current course?

No

Enter the title of your proposed course

Meaningful Game Design Studio

Enter the catalog description of your proposed course

Students will work with a client to design and develop a video game or interactive media to help promote or communicate the client's message or agenda. Students will meet with a client to understand a complex problem, research the problem systemically through academic research and site visits with appropriate community members, and design an engaging game or interactive media experience to meet the client's needs. No prior knowledge of game design or development is necessary or expected.

This course also includes a substantive Service Learning portion in cooperation with the local community. Students will complete a

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minimum of 25 hours of service with a community partner, and thus must be available during selected hours at off-campus locations. Four Credits.

Choose your proposed course's number of credits from the list below

4

How will the course be graded?

Letter grade

Please select the course repeat option for your proposed course:

Not repeatable for credit

Offering cycle for your proposed course:

Alternate years

Does your course have any prerequisites?

No

Is this new course being proposed because of a proposal for a new or revised major or minor?

Yes. Brian Heagney submitted a revision of the GAM Major on 9/9. Unfortunately, I did forget to add this course proposal to that GAM Major revision and I'm hoping this course can be added as an elective. I apologize if I'm not using this text box correctly.

Gen Ed and Academic Programs**Is this course part of Gen Ed?**

- No

Does this course count towards a major or a minor?

Yes

Will this course fulfill any of the below University academic program requirements?

- Service Learning

Does this course include any community engagement?

Yes

Does this course participate in the GoGlobal Program?

No

Has it been reviewed and approved by the Global Experience Committee?

No

A - New Course Proposal V. 7.2022 : Entry # 2282**Information for Curriculum Review****Rationale for new course & consistency with departmental mission**

This course allows students to work with a faculty mentor and a community partner as a client to design and develop a video game. This will represent real-world application of design skills and professionalism to create a meaningful product for a community partner.

Please list all student learning outcomes for this course

Engage in relevant research to understand a problem systemically and by using an interdisciplinary approach. Assessed through Issue Analysis assignment.

Communicate appropriately with a client to effectively understand problems and present a range of solutions. Assessed through Pitch assignment.

Apply game design theories to break down and communicate complex problems. Assessed through Prototype assignment.

Engage in collaborative video game development by creating and adding assets to a group game project. Assessed through Final Game Assets assignment.

Integrate the course material and service experience and apply it through the creation of some product. Assessed by Prototype assignment; Final Game Assets assignment.

Identify complex ethical issues pertaining to a problem that our local community faces, entertain different perspectives on them, and evaluate one's own position. Assessed by Weekly Reflections.

Develop students' compassion for others or an understanding of differences through engagement with people from different situations. Assessed by Weekly Reflections.

Please list any units or content areas that will be required for all sections of this course

Analysis of Client's Issues
 Prototyping & Playtesting
 Pitching to Client
 Digital Game Development & Iteration

Please list any assignments, tests, or other assessments that will be required for all sections of this course

- Issue Analysis (15% of grade) – Students will develop an original viewpoint as to what our main deliverable should focus on and which systemic concepts to include. Students will use discussions with clients, research and readings, and an understanding of basic game design principles to develop their unique approach to meeting our clients needs. Deliverable: Individual Assignment - 5 – page paper with citations.
- Pitches (15% of grade) – Students will develop a slide deck to professionally pitch their game idea to our client. Deliverable: Individual Assignment - oral presentation with slides.
- Prototype (25% of grade) – Students will work together to develop both a low-fidelity paper prototype and a high-fidelity digital prototype (instructor of the course will assist with digital prototype if necessary). The paper prototype will be a chance for students to walk the client through the concept for the game or interactive experience, and the digital prototype will be an opportunity for students to show the client the proof-of-concept for digital web version of the game. Deliverable: Group Project - paper prototype experience & digital playable prototype
- Final Game Assets (15% of grade) – Students will be assigned specific tasks to complete to create final assets for the digital game deliverable. Areas to work on include writing text, image editing, audio editing, programming, and more. If necessary, Instructor of the course will oversee main programming of the final game. Deliverable: Individual Assignment - assets for final

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playable game

- Weekly Reflections (30% of grade) – Students will write short blog posts where they reflect meaningfully on a prompt provided by the Instructor. All reflections will be tied directly to readings as well as site visits and interactions with clients. Deliverable: Individual Assignment – blog post responses.

Please list any readings or other materials that will be required for all sections of this course

Fullerton, T. (2019). Game Design Workshop: A playcentric approach to creating innovative games. CRC Press.

Articles will change based on client / community partner but will focus on systemic and societal issues facing our community.

Please list any course policies that will be required for all sections of this course

NA

If you would like to specify anything about how requirements for contact hours must be met for all sections of this course, please indicate below (e.g., if any experiential learning activities will replace seat time)

This is a Service Learning course and will require 25 contact hours with our community partner or other activities, determined by client's needs.

Is there anything else the reviewing parties should know about this new course proposal that hasn't already been asked/addressed?

This course proposal has been approved by the Service Learning Committee.

Sample Syllabus

- [SL_GAM_3333_Proposal_Final_9-12-22b.docx](#)