



Honors 3D Computer Game Development | ART 4653C | SYLLABUS

Number Credit Hours: 4

Instructor: Annina Ruest

Office: AH 121

Phone: 561-799-8758

Email: aruest@fau.edu

Office hours: T/R 1p- 1:45p & 3:30p-4:45p

Term: Spring 2019

Class Meeting Days: TR

Class Meeting Hours: 9-11:50

Class Location: AD 122

I. Course Description

This course focuses on developing 3d games or other interactive 3d experiences within the context of art. We will be using the game development environment Unity. Previous knowledge of programming or 3d games is not required. This is an art class and assignments will therefore be open-ended. The focus is on creatively re-imagining 3d computer games - not on re-creating existing game experiences. The focus will be on developing individual creativity and technical skill. There are no prerequisites.

II. Course Prerequisites/Co-requisites

None

III. Course Evaluation

a) Creative Assignments

Criteria for grading: In creative assignments I look for technical, visual, and conceptual coherence. If a student takes a technical or conceptual risk, I will grade more leniently.

b) Reading/Writing/Playing Assignments

For all written assignments provide a summary plus three questions for discussion. The questions should be open-ended and conducive to discussion – I am not looking for quiz-style trivia questions.

c) Participation

Participating in class means that you respond to prompts, ask (technical) questions, and participate in reading discussions.

How I evaluate participation:

You make excellent contributions to every class 100%

You contribute frequently 85-95%

You participate occasionally 75-85%

You only participated once 20%

I cannot remember that you ever said anything in class 0%

d) Final Grade Breakdown

4 Writing/playing assignments	20%
2 Reading assignments	10%
6 Creative Assignments:	30%
1 Quiz	10%
1 Final Project+Symposium Abstract	20%
Participation	10%

Total	100%

IV. Course Grading Scale

A =(100-93%) A-=(92-90%) B+=(89-88%) B= (87-83%) B-=(82–80%) C+=(79–78%) C=(77-73%) D =(69–60%) F < 60%

V. Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence

This course allows two unexcused absences. Beyond that, you are required to provide a doctor's note or other similar third party written excuse. If such notice is not provided, the final grade for the class will be reduced by 10 points on a 100-point scale. The same amount of points will also be deducted for repeated lateness or prolonged absences during class. This does not have to be physical absence but can also be lack of participation due to texting, social media consumption, sleeping etc. Late projects/assignments will not be accepted without a doctor's note or other similar third party written excuse.

VI. Policy on Accommodations

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

VII. Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

VIII. Code of Academic Integrity Policy Statement

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

Academic Integrity in the context of an art class like this one means that the idea for any project you make in this class needs to be your own idea. You cannot take other people's creative output and pass it off as your own. Remixing and modding is encouraged if the remix or mod is based on an original idea by you. Therefore, you cannot take somebody else's project that has a similar concept to what you had in mind, make a few changes, and then claim that the project is yours. I also want to know anyone helped you with your project and if yes, how much they helped. You can always turn to friends to help you solve problems and advance to the next step. However, if friends or tutors are involved in your project, their role can only be advisory. If they attempt to take over your project, it is your responsibility to stop them. Talk to me if you are not sure whether your project could be considered plagiarism. If your project contains large portions of code written by other people, you need to acknowledge their contribution in the source code.

IX. Classroom Etiquette

This is a classroom where students have varying levels of technical skill. It is your responsibility to keep the class moving forward by helping those who fall behind. The best way to learn is to teach others. Likewise, if you find yourself falling behind, spend time outside of class reviewing class materials and going to instructor office hours (HA 121, T/R 1p-1:45p & 3:30p-4:45p).

X. Statement Justifying Honors Status

This course is an Honors course that differs substantially from non-Honors courses. The course fulfills the mission of the Honors College to develop in students the capacity to combine knowledge from different fields (e.g. visual art and computer science) and apply it to the creation of original research. Students will be exposed to vocabulary of a specifically theoretical nature from both fields, and will be expected to comprehend these new concepts and to deploy them in their own critical thinking, creative research, and in writing. The creative research and writing components of the course will employ Honors-level assessment standards, and are designed to prepare students for work on the **Honors Thesis**. This course will reflect the interdisciplinary nature of Honors education in that it will inculcate critical attitudes and skills to foster a self-directed approach to learning.

XI. Course Outline

Week 1

Introduction: Installing Software, making a basic environment.

Assignment I: Make an Alien Environment.

Homework: *Play Islands: Non Places* by Carl Burton. Write about it.

Week 2

Learning how to program. Mouse, If-statements, Loops, Datatypes.

Make an interactive environment in class.

Homework Assignment II: Do the Rolling Ball Tutorial and remix it (by modifying it and/or adding to it).

Homework: Play a student-suggested game. Write about it + 3 questions

Week 3

Arrays, Dictionaries, and Lists.

Homework Assignment III

Homework: Play a student-suggested game. Write about it + 3 questions

Week 4

Functions. Sound. Textures.

Homework Assignment IV

Homework: Play a student-suggested game. Write about it + 3 questions.

Week 5

Homework Assignment V

Third-person perspective and Animation.

Week 6

Homework: Prepare your section of the class. Reading assignment: Mary Flanagan, "Critical Computer Games", from *Critical Play, Radical Game Design* (MIT Press 2013).

Student-led class: Students teach aspects of unity that they discovered or that we have not covered in class. Summary + 3 questions

Week 7

VR Workshop with HTC Vive . Reading assignment: Mary Flanagan, "Designing for Critical Play", from *Critical Play, Radical Game Design* (MIT Press 2013). Summary + 3 questions

Week 8

Make a small VR project. Review for the Quiz

Week 9 Project proposal sessions for final project (bring 3 ideas).

Week 10 Quiz + debugging student projects, optional tech topics

Week 11 debugging student projects, optional tech topics

Week 12 debugging student projects, optional tech topics

Week 13 debugging student projects, optional tech topics.

Week 14 debugging student projects, optional tech topic.

Week 14 final crit.