University of Brighton

MODULE SPECIFICATION TEMPLATE

MODULE DETAILS													
Module title	Introduction to Game Design and Development												
Module code	CI410												
Credit value	20												
Level Mark the box to the right of the appropriate level with an 'X'	Level 4	X	Level 5		Level 6		Level 7		Level 8				
	Level 0 (for modules at foundation level)												
Entry criteria for registration on this module													
Pre-requisites Specify in terms of module codes or equivalent	None												
Co-requisite modules Specify in terms of module codes or equivalent	None												
Module delivery													
Mode of delivery	Taught	X	Distance		Placement		Online						
	Other												
Pattern of delivery	Weekly	X	Block		Other								
When module is delivered	Semester 1		Semester 2		Throughout year	X							
	Other												
Brief description of module content and/ or aims Overview (max 80 words)	This module explores the methods and techniques used to design and build computer games. Students are taught how to: • analyse and deconstruct complex game systems in order to assess their entertainment value • turn original game designs into working prototypes.												
Module team/ author/ coordinator(s)	Richard Leinfellner												
School	School of Computing, Engineering and Mathematics												
Site/ campus where delivered	Moulsecoomb												

Course(s) for which module is appropriate and status on that course	
Course	**Status (mandatory/ compulsory/ optional)**
BSc (Hons) Computer Science for Games	Compulsory
BSc (Hons) Digital Games Development	Compulsory

MODULE AIMS, ASSESSMENT AND SUPPORT	
Aims	This module aims to equip the student with the skills required to successfully design and develop small computer game prototypes with engaging game mechanics.
Learning outcomes	On successful completion of the module the student will be able to: 1. Communicate their own game design, rules, functionality, and user interfaces in writing using a combination of narrative and appropriate diagrams. 2. Describe game mechanics found in prior art and demonstrate the ability to predict their impact on gameplay. 3. Design, build and test functional games prototypes which are compatible with the specified target system. 4. Demonstrate knowledge and understanding of the mathematics / physics concepts required for the development of computer games.
Content	• History of computer games • Key elements of game design • Effectively pitching and communicating a design • Creating and editing game assets • Introduction to game frameworks and rapid prototyping • Coordinate systems and the camera • Simple games architecture • Demonstrate the use of the game engines physics system.
Learning support	**Indicative Reading** Latest editions of the following • Schell, J. *The Art of Game Design: A Book of Lenses*. CRC Press • Rollings, A and Adams, E. Andrew Rollings and Ernest Adams. *On Game Design.* New Rider • Fullerton, T. *Game Design Workshop: A Playcentric Approach to Creating Innovative Games,* CRC Press **Software** Open source development tools will be used where appropriate; industry standard tools will be used for asset creation. **Online resources** Web links will be provided on StudentCentral during module delivery. These will include links to online tutorials such as those available at Lynda.com.

Teaching and learning activities	
Details of teaching and learning activities	**Face to face:** This will take the form of a combination of a series of lectures followed by practical workshops, **Online learning:** All study materials will be made available on StudentCentral. **Formative Assessment:** Formative feedback will be provided within the context of the assessment tasks (see below.) Students will undertake up to three brief presentations per semester addressing progress on their assignment. Feedback will

	take the form of verbal comments from both the module team and peer review.

Allocation of study hours (indicative) Where 10 credits = 100 learning hours		**Study hours**
SCHEDULED	This is an indication of the number of hours students can expect to spend in scheduled teaching activities including lectures, seminars, tutorials, project supervision, demonstrations, practical classes and workshops, supervised time in workshops/ studios, fieldwork, and external visits.	48
GUIDED INDEPENDENT STUDY	All students are expected to undertake guided independent study which includes wider reading/ practice, follow-up work, the completion of assessment tasks, and revisions.	152
PLACEMENT	The placement is a specific type of learning away from the University. It includes work-based learning and study that occurs overseas.	0
	TOTAL STUDY HOURS	**200**

Summative Assessment Task 1						
Option 1a	Primary Mode [1]	Length	Weighting	Mark Scheme	Threshold	Referral task
	Individual Report	Equivalent. to 1,750 words	50	%	Standard (GEAR)	Reworking of original task or equivalent
Detailed description of content (details of components and any special rules which apply to this assessment)	**Game Design** (**LO 1,2**). This task will require the creation and submission of a report that documents the design of an original 2D game.					

Summative Assessment Task 2						
Option 2a	Primary Mode [2]	Length	Weighting	Mark Scheme	Threshold	Referral task
	Individual Report	Equivalent. to 1,750 words	50	%	Standard (GEAR)	Reworking of original task or equivalent
Detailed description of content (details of components	**Game prototype** (**LO 1-4**).					

i. [1]Categories as defined by the QAA Explaining contact hours: Guidance for institutions providing public information about higher education in the UK (2011)

ii. [2]Categories as defined by the QAA Explaining contact hours: Guidance for institutions providing public information about higher education in the UK (2011)

and any special rules which apply to this assessment)	As part of their guided independent study and tutorial exercises, each student will develop a prototype game of their own design. The task will require the submission of the prototype and the source code. Each student will submit a reflective report addressing the implementation of their game.

In-Year Module Retrieval available on this module? (Level 4 only)	Yes

TYPES OF ASSESSMENT TASK[3] Indicative list of summative assessment tasks which lead to the award of credit or which are required for progression. This information is published on Course-finder for prospective students.		**% weighting** (or indicate if component is pass/fail)
EXAMINATION	Written exam	0%
COURSEWORK	Written assignment/ essay, report, dissertation, portfolio, project output, *set exercise*	100%
PRACTICAL	Oral assessment and presentation, practical skills assessment, *set exercise*	0%

EXAMINATION INFORMATION	
Area examination board	Computing

Refer to Academic Services for guidance in completing the following sections

External examiners			
Name	**Position and institution**	**Date appointed**	**Date tenure ends**
Silvester Czanner	Liverpool John Moores University	1 October 2019	30 Sept 2023

QUALITY ASSURANCE	
Date of first approval Only complete where this is not the first version	January 2019
Date of last revision Only complete where this is not the first version	January 2019, January 2020
Date of approval for this version	Editorial June 20
Version number	2.1
Modules replaced	CI419, CI473

[3] Set exercises, which assess the application of knowledge or analytical, problem-solving or evaluative skills, are included under the type of assessment most appropriate to the particular task.

Specify codes of modules for which this is a replacement				
Available as free-standing module?	Yes		No	X