Curriculum Details (current date: August 13, 2015)

Proposed By

Proposed by: logue

Course Record ID

998

Entry Type

New (draft)

Date Created

May 6, 2015

Notes and Special Changes

Stakeholders Consulted

1. Justification

This course was offered as IS 204 for the past several semesters, and is now becoming its own ALPHA.

2. Course Alpha

IS

3. Course Number

271

4. Course Title (long)

Introduction to Games and Gaming

5. Course Title Short

Intro to Games
6. Course Credits
3

7. Course Credit Upper Range
0

Repeatable
Will default to 98 (this is how often someone can sign up for the course (not how many times they can apply it to a degree)

8. Course Description
This course is an interdisciplinary study of games and gaming, pulling together disparate methodologies and conceptual tools to create a complex analysis of one of the oldest human activities.

9. Course Pre-Requisites

10. Course Co-Requisites

11. Course Recommended Preparation

12. Contact Hours (lecture, lab, lecture/lab)
3 lecture.

13. Department
Humanities

14. Cross-Listing

15. Course Content
This course examines the human activity of gaming through the lenses of history, economics, education, mathematics, military theory, neuroscience, psychology, and anthropology, also introducing students to game theory, the field of professional
game design, and how certain kinds of games enhance intelligence quotient, creative problem solving, and life skills. Students will study and play many games: classic strategy games used by kings and emperors of old such as Chess or Go, games which generated economies of gambling around them (poker, blackjack, craps, roulette), games as social activities to strength familial and/or social ties (such as monopoly, trivial pursuit, taboo, charades), complex modern strategy gaming used in military academies around the world (games such as diplomacy, game of thrones the board game, Warhammer 40k miniatures gaming, etc.), and the wide world of video gaming entertainment (everything from resource management games, simulations, real-time strategy games, role playing games, first person shooters, etc.). We will also look at the use of games to further education, and the burgeoning field of alternate reality games for life enhancement. Students will research and write on games and game theory (as applied to a specific field of their choice) write comprehensive reviews of specific games after logging hours of play and determining levels of entropy vs. optimal play/risk vs. reward/etc., and finally design their own original games and produce mock-ups/design-documentation of these games including board/cards/items and rulebooks.

16. Course Competencies

17. Assessments, Tasks, and Grading

Analysis of optimal play strategies in existing tabletop card, board and dice games. Demonstration of play of complex board/card game. One research paper on a topic in gaming. Alpha Playtest Prototype Design of an original game. Demonstrate a Game to Classmates = 10% Research Paper = 20 points Game Design Doc/Mock-up and Presentation = 30% In-Class Activities = 40% = 100 points total

Grading Options

Will be set to Banner default

18. Auxiliary Materials and Content

19. Additional Activities outside of class and class time

None.

20. Special Costs connected to the course

None.

21. What are the Student Learning Outcomes?
1. Analyze Game Mechanics 2. Analyze the Role of Gaming in Human Culture 3. Design Original Game

22. Connection between the Course SLOs and the College's General Education Outcomes

GenEd: Develop the ability to perceive how people interact with their cultural and natural environments, through their own worldview and through the worldviews of others, in order to analyze how individuals and groups function in local and global contexts.

GenEd: Make judgments, solve problems, and reach decisions using analytical, critical, and creative thinking skills.

GenEd: Use written, visual, and oral communication to discover, develop, and communicate meaning, and to respond respectfully to the ideas of others in multiple environments.

23. How does the proposal connect to the college's strategic plan?

This course encourages a more thorough engagement of students in campus life which has been shown to increase rates of persistence and overall student success. This course's content enhances student's critical thinking and group work skills and aligns with Strategic Plan goals related to workforce development. Employers seek strong critical thinking skills and group work skills.

24. Describe the staff that will be needed

An instructor with a background in gaming and game design.

25. Describe the facilities that will be needed, including special rooms

26. Describe any other resources that will be needed

27. How will the staff, facilities, and other resources for the course be secured?

28. Program Requirements

AAElect

29. Diversification Requirements

No longer being used. Answers are included in Question 28
30. Maximum Credits Towards an AA Degree
3

31. List any similar classes taught at outside of the UH system
Games 101 at NYU Tisch School of the Arts

32. List any similar classes taught at campuses in the UH System.
None.

33. How, if at all, is the course intended to count in lieu of a course taught at a four-year campus.

34. How, if at all, is the course similar to upper-division courses in the UH System.

35. How does the course articulate with four-year programs (Gen Ed)?

36. List any articulations between this course and any four-year program.

End of Proposal