

GA 2710 - STRATEGY + PSYCHOLOGY IN GAMES

Credits: 3

This sophomore-level course studies why we play video games; what makes game play engaging or educational; as well as topics such as immersion, social components, and addiction in video games. The class explores the use of games for art, story, and the place of story in our culture, as well as discussing games of the past and future directions for games. Through discussions, video, and writing essays, the student investigates the relationship between games, psychology, and human culture and its expression in games and interactive media. At the conclusion of the course, students gain an understanding of the psychological, ethical, and social aspects of games through storyboarding, essays, and discussions.

Prerequisites: Completion of 60+ credit hours

Course Learning Outcomes:	Exceeding	Meeting	Developing	Not meeting	Program Outcomes	Institutional Outcomes
Identify fundamental game design principles.	Student is able to fully identify fundamental game design principles.	Student is able to identify fundamental game design principles but sometimes confuses some and misidentifies others.	Student sometimes struggles to identify fundamental game design principles and often some and misidentifies others.	Student is unable to identify fundamental game design principles and confuses some and misidentifies others.	GA-2, GA-6	Critical Thinking, Design Competence
Interpret the relationship between psychology, game design, and societal impact.	Student is able to identify the relationships with no errors	Student sometimes struggles to identify the relationships	Student struggles to identify the relationships	Student is unable to identify the relationships	GA-5, GA-6	Communication Competence, Critical Thinking
Analyze existing game titles for psychological impact and meaning.	Student is able to clearly identify the psychological impact and meaning of game titles.	Student sometimes struggles to identify the psychological impact and meaning of some game titles.	Student struggles to identify the psychological impact and meaning of some game titles.	Student is unable to identify the psychological impact and meaning game titles.	GA-6	Communication Competence, Critical Thinking
Discuss the impact of narrative design on the immersive experience.	Student is able to clearly articulate the impact of narrative design in relation to the immersive experience.	Student sometimes struggles to articulate the impact of narrative design in relation to the immersive experience.	Student struggles to articulate the impact of narrative design in relation to the immersive experience.	Student is unable to articulate the impact of narrative design in relation to the immersive experience.	GA-3, GA-6, GA-8	Communication Competence, Critical Thinking, Design Competence