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Refer to guidance notes for completion of each section of the specification.

Module Code:	COM453
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Module Title:	Game Environments and Narrative Design
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Level:	4	Credit Value:	20
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Cost Centre(s):	GACP	JACS3 code:	I620
		HECoS code:	101268

Faculty	FAST	Module Leader:	Richard Hebblewhite
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Scheduled learning and teaching hours	48 hrs
Placement tutor support	0 hrs
Supervised learning eg practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total contact hours	48 hrs
Placement / work based learning	
Guided independent study	152 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
BA (hons) Game Art	✓	
BA (hons) Game Art (with Industrial Placement)	✓	
BSc (hons) Computer Games Development	✓	
BSc (hons) Computer Games Development (with Industrial Placement)	✓	
BSc (hons) Computer Game Design and Enterprise	✓	
BSc (hons) Computer Game Design and Enterprise (with Industrial Placement)	✓	

Pre-requisites
None

Office use only

Initial approval: 12/04/2019

Version no:1

With effect from: 01/09/2019

Date and details of revision: Revalidated BA (Hons) Game Art approved

Version no: 2

15/6/20 with effect from Sept 20

Module Aims

The aim of this module is to introduce students to the fundamentals of game environment design and the professional workflows used within the modern industry. Students will learn to develop ideas and designs in response to the gameplay and narrative related problems, and develop them from the concept stage through to full digital prototype environments and narrative content. This design will be developed through a combination of 3D methods, tools and technologies that can be aligned directly to industry standard game engine environments.

Module Learning Outcomes - at the end of this module, students will be able to

1	Identify game engine functionality and tools for game design.
2	Demonstrate key game design principles.
3	Demonstrate an understanding of 3D environmental design workflow.
4	Deliver a prototype narrative rich game environment.

Employability Skills The Wrexham Glyndŵr Graduate	I = included in module content A = included in module assessment N/A = not applicable
CORE ATTRIBUTES	
Engaged	I/A
Creative	I/A
Enterprising	I/A
Ethical	I/A
KEY ATTITUDES	
Commitment	I/A
Curiosity	I/A
Resilient	I/A
Confidence	I/A
Adaptability	I/A
PRACTICAL SKILLSETS	
Digital fluency	I/A
Organisation	I/A
Leadership and team working	I/A
Critical thinking	I/A
Emotional intelligence	I/A
Communication	I/A

Derogations

N/A

Assessment:

Indicative Assessment Tasks:

Students will produce coursework in response to set assignments that demonstrate the student's ability to create, develop, and adapt prototype levels for games based on ideas, design and peer review. Indicative word count is 4000 words

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1,2,3,4	Coursework	100%

Learning and Teaching Strategies:

- Contextual information for this module will be delivered as keynote lectures.
- Assignments presented to students will be designed to enable students to produce a body of work that demonstrates their ability in the production of a 'Game Environment' for the video game industry.
- Lectures, workshops and critiques will enable the student to appreciate the similarities, divergences and application of creating custom geometry, terrain etc. with in-engine tools for different purposes.
- Tutorial guidance, group critique and student seminars will underpin of the skill development and understanding of the student.

Syllabus outline:

Key lectures will examine level design theories and best practices within the Game industry. Students will be introduced to the methods used in the development of an environment designed for the video game industry.

During the practical based sessions, students will focus on project planning and the process of project discussion. Underpinning theory and concepts will be introduced in lectures and further reinforced through peer review and group critiques. Projects will be set to challenge the students to make use of technical equipment and produce work relevant to their chosen theme and style. Students will gain insight and an appreciation of how levels should be prepared and presented for the next stage of development.

Key principles of environmental geometry, lighting and narrative will be explored and implemented into the 'grey box' levels the students produce and design. Throughout the module, students will share work and will contribute constructively to feedback upon the work of their peers to form a community of practice. To complete this module, students will submit a portfolio of work which demonstrates the culmination of their project in response to set assignments. In addition to the body of work submitted for assessment, students will be expected to design, develop, and present a blocked-out level design.

Indicative Bibliography:**Essential reading**

Galuzin, A. (n.d.). Preproduction blueprint. 2nd ed. CreateSpace Independent Publishing Platform; (9 Nov. 2016).

Kremers, R. (2010). Level design. Natick, MA: A.K. Peters.

Other indicative reading

Rogers, S. (2014). Level up!. Chichester: Wiley.

Nixon, D. (2017). Unreal Engine 4 for beginners. [Place of publication not identified]: Luquinox (8 Feb. 2017).

Pv, S. (n.d.). Unreal Engine 4 game development essentials. Packt Publishing (25 Feb. 2016).

Shannon, T. (2017). UNREAL ENGINE 4 FOR DESIGN VISUALIZATION. ADDISON-WESLEY (14 Aug. 2017).

Periodicals and Websites

Creative Review, Centaur Communications.

Computer Arts, Future Publishing

Develop, Intent Media

EDGE, Future Publishing

<http://creativecrash.com>

<http://www.cgsociety.org>

<http://www.digitaltutors.com>

<https://www.unrealengine.com/en-US/what-is-unreal-engine-4>