

COURSE SYLLABUS

Course Title	Course Code	Semester	Course Hour/Week		Credit	ECTS
Traditional Game Design	VCDE 413	Fall 2025 - 2026	Theory 2	Practice 2	3	5
Course Type	Compulsory Courses	Department Elective	Faculty Elective	University Elective	CoHE (YÖK) Compulsory	Other
	-	YES	-	-	-	-
Level of Course	Associate Degree (Short Cycle)		Undergraduate (First Cycle)		Graduate/ Doctoral (Second /Third Cycle)	
	-		YES		-	

Language of Instruction	English
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Course Instructor	Danish Craig	E-mail : danish.craig@arucad.edu.tr Office: TI Off 7	
Course Objectives	Traditional game design aims to introduce students to the gaming industry pre digitalization, Expanding their knowledge on board game mechanics rules and the playtesting areas. To be able to come up with and refine their own game ideas into functioning prototypes/games.		
Course Learning Outcomes	Students will be able to:	Teaching Methods:	Evaluation Methods:
	Plan and conceptualise ideas for various board games comprising of various genres, themes and players.	In Class Learning	Assignment Submission
	Develop skills in conceptualizing, prototyping	In Class Learning	Assignment Submission

	and iterating board games without limitation		
	Establish concrete and airtight concepts and gameplay that is engaging and entertaining.	Project Based Learning	Mid-Term Submission
	Integrate well thought out logic, mechanics, rules and gameplay into a playable design/format.	In Class Learning	Assignment Submission
	Produce playable, balanced and entertaining board games that can cater to their respective themes and player-bases.	Project Based Learning	Final Submission
Course Content	- Understand the developmental steps of the board game design process. - Understand and utilize player types and player experience - Define game mechanics purpose and implement them in their own games - Understand and be able to prototype and playtest their own games and reiterate their own game to improve playability. - Development of a complete, original board game by the end of the course.		

COURSE OUTLINE/SCHEDULE			
Week	Topic	Implementation (theory/practice)	Required Reading, Preliminary preparation
1	Introduction to Traditional Game Design and Curriculum overview.	T/P	No reading required
2	General safety and proper use of blades, tools and adhesive in the working environment.	P	No reading required
3	Understanding players and player types, board games and the different genres.	T/P	Ham E. (2016). <i>Tabletop Game Design for Video Game Designers</i> . Burlington, Massachusetts: Focal Press, Taylor & Francis Group. Library Catalogue No: QA76.76. C672.H35155 2015 Chapter 1

4	Game Mechanics and Game Rules.	T/P	Ham E. (2016). <i>Tabletop Game Design for Video Game Designers</i> . Burlington, Massachusetts: Focal Press, Taylor & Francis Group. Library Catalogue No: QA76.76. C672.H35155 2015 Chapter 2 and 5
5	Conceptualization and Prototyping.	T/P	Ham E. (2016). <i>Tabletop Game Design for Video Game Designers</i> . Burlington, Massachusetts: Focal Press, Taylor & Francis Group. Library Catalogue No: QA76.76. C672.H35155 2015 Chapter 3 and 4
6	Production and Game Components.	T/P	Ham E. (2016). <i>Tabletop Game Design for Video Game Designers</i> . Burlington, Massachusetts: Focal Press, Taylor & Francis Group. Library Catalogue No: QA76.76. C672.H35155 2015 Chapter 3
7	Balancing, Playtesting, Iteration and Game Complexity. MID-TERM SUBMISSION	T/P	Ham E. (2016). <i>Tabletop Game Design for Video Game Designers</i> . Burlington, Massachusetts: Focal Press, Taylor & Francis Group. Library Catalogue No: QA76.76. C672.H35155 2015 Chapter 4, 5 and 12
8	Theme and storytelling in board games.	T/P	Ham E. (2016). <i>Tabletop Game Design for Video Game Designers</i> . Burlington, Massachusetts: Focal Press, Taylor & Francis Group. Library Catalogue No: QA76.76. C672.H35155 2015 Chapter 6 and 9
9	Role of chance and Strategy	T/P	Ham E. (2016). <i>Tabletop Game Design for Video Game Designers</i> . Burlington, Massachusetts: Focal Press, Taylor & Francis Group. Library Catalogue No: QA76.76. C672.H35155 2015 Chapter 10
10	Interaction and conflict in Board games.	T/P	Ham E. (2016). <i>Tabletop Game Design for Video Game Designers</i> . Burlington, Massachusetts: Focal Press, Taylor & Francis Group. Library Catalogue No: QA76.76. C672.H35155 2015 Chapter 7, 8, 11 and 13
11	Print and play board games and their mechanics.	T/P	Ham E. (2016). <i>Tabletop Game Design for Video Game Designers</i> . Burlington, Massachusetts: Focal Press, Taylor &

			Francis Group. Library Catalogue No: QA76.76. C672.H35155 2015 Chapter 14
12	Packaging of board games and their uses.	T/P	No reading is required
13	Final Project Initial Conception and Prototyping.	T/P	No reading is required
14	Finalizing game design and packaging.	T/P	No reading is required
15	FINAL SUBMISSION		

Required Course Material(s) / Reading(s)/ Text Book(s)	Materials: Scalpel or Box Cutters, Masking tape and clear duct tape, Spray Adhesive(Recommended) Cardstock and paper Markers. Adobe Illustrator or Adobe Photoshop
Recommended Course Material(s)/ Reading(s) /Other	Recommended Readings: Ham E. (2016). Tabletop Game Design for Video Game Designers. Burlington, Massachusetts: Focal Press, Taylor & Francis Group. Library Catalogue No: QA76.76.C672.H35155 2015

ASSESSMENT		
Learning Activities	NUMBER	WEIGHT in %
Mid-Term	1	40
Quiz	-	-
Assignment	-	-
Project	-	-
Field Study	-	-
Presentation / Seminar	-	-
Studio Practice	-	-
Other	-	-
Contribution of Final Examination/Final Project/Dissertation to the Final Grade	1	60
TOTAL		100

CONTRIBUTION OF COURSE LEARNING OUTCOMES TO PROGRAMME LEARNING OUTCOMES						
	PROGRAMME LEARNING OUTCOMES	Level of Contribution (1- lowest/ 5-highest)				
		1	2	3	4	5
1	Knows the historical development of the field of communication, basic concepts, theories and research methods.	X				
2	Knows the principles and elements of basic design.				X	
3	Knows the history, theories and theorists of visual communication.				X	
4	Knows advanced practical skills in various commercial and creative contexts, including graphic and audiovisual multimedia design.			X		
5	Knows national and international ethical rules, standards and legal documents on communication and visual communication design.		X			
6	Able to use the tools, methods and techniques and computer software required for visual communication design applications.			X		
7	Able to produce innovative and original works that reflect abstract and concrete concepts by emphasizing creativity					X
8	Has the knowledge and skills to transform creative and innovative ideas into graphic, photographic, typographic, illustrative, 2 and 3-dimensional, animated and interactive visual expressions.				X	
9	Applies visual communication design techniques with design technologies in developing and changing media environments.				X	
10	Has the competence to create visuals with designs that emphasize aesthetics in design processes.			X		
11	Has the competence to define the problem, solve the problem, plan, manage the project and present in the design-based project development process.					X
12	Has the ability to use research methods and techniques in the field of Visual Communication.				X	
13	Has the competence to research, plan, implement and report during the project phase.		X			
14	Has the competence to establish the connection between design and aesthetic values.			X		
15	Has the competence to interpret universal visual culture and associate the ties of symbols with universal visual culture.		X			
16	Has the competence to analyze, understand and interpret projects in the field of visual communication design with a critical and independent approach.		X			

17	Knows how to integrate and use digital technologies and artificial intelligence based/supported design tools creatively and innovatively in visual communication design and production stages.	X				
18	Knows how to integrate and use digital technologies and artificial intelligence-based/ supported design tools creatively and innovatively in visual communication design and production stages.	X				
19	Evaluates artificial intelligence applications in design studies with a critical approach in terms of aesthetics and originality, and uses them in accordance with ethical rules.				X	

ECTS / STUDENT WORKLOAD				
ACTIVITIES	NUMBER	UNIT	HOUR	TOTAL (WORKLOAD)
Course Teaching Hour (X weeks * total course hours)	14		4	56
Preliminary Preparation and self- study	14		1	14
Mid-Term	1		20	20
Quiz	-		-	-
Assignment	-		-	-
Project	-		-	-
Field Study	-		-	-
Presentation / Seminar	-		-	-
Studio Practice	-		-	-
Final Examination/ Final Project/ Dissertation	1		35	35
Other	-		-	-
TOTAL WORKLOAD				125
TOTAL WORKLOAD / 25				5
ECTS				5

ETHICAL RULES WITH REGARD TO THE COURSE

Plagiarism Disclaimer

Detected and undetected plagiarism is a serious offense at any time and it could have devastating effects on your degree result and future professional lives.

Plagiarism is easy to avoid if you make sure to identify and acknowledge your sources thoroughly and do not copy directly from visual examples, designs, or notes that have in turn been taken word for word from your sources.

Use of A.I. is strictly prohibited and will be seen as plagiarism.

	SDG 1: No Poverty	
	SDG 2: Zero Hunger	
	SDG 3: Good Health and Well-Being	
	SDG 4: Quality Education	
	SDG 5: Gender Equality	
	SDG 6: Clean Water and Sanitation	
	SDG 7: Affordable and Clean Energy	
	SDG 8: Decent Work and Economic Growth	X
	SDG 9: Industry, Innovation and Infrastructure	X
	SDG 10: Reduced Inequalities	
	SDG 11: Sustainable Cities and Communities	
	SDG 12: Responsible Consumption and Production	
	SDG 13: Climate Action	
	SDG 14: Life Below Water	
	SDG 15: Life on Land	
	SDG 16: Peace, Justice and Strong Institutions	

	SDG 17: Partnership for the Goals	
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ASSESSMENT DETAILS AND EVALUATION CRITERIA:	
Final Grades will be determined according to the Course Learning Activities and Final Examination/ Project/ Dissertation Assessment Details as below, and comply with the Education and Examination Regulation set forth by the University. Throughout the course, students will learn the theoretical base of the topic and they will be able to equip themselves with the practical know-how skills of Board Game Design. From Initial ideas onto working prototypes to balancing mechanics and packaging. Midterm Submission is based on a section given prior to the midterm in which students are expected to follow the instructions of the assignment and each section has its own evaluation criteria which are mentioned to the students with the assignment. Please be aware that the class uses teams. Thus, submissions have to be made Printed and digitally.	
PREPARED BY	Danish Craig
UPDATED	01/10/2025
APPROVED	Asst. Prof. Dr. Hakan Karahasan