

**COURSE SYLLABUS**

Course Title	Course Code	Semester	Course Hour/Week		Credit	ECTS
Sign, Representation & Symbols	GAME 102	II	<b>Theory</b> 3	<b>Practice</b> 0	3	5
Course Type	Compulsory Course	Department Elective	Faculty Elective	University Elective	CoHE (YÖK) Elective	Other
	YES	-	-	-	-	-
Level of Course	Associate Degree (Short Cycle)		Undergraduate (First Cycle)		Graduate/ Doctoral (Second /Third Cycle)	
	-		Yes		-	

<b>Language of Instruction</b>	English
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<b>Course Instructor(s)</b>	Assist. Prof. Dr. Yunus Luckinger	E-mail : yunus.luckinger@arucad.edu.tr Office Phone : 1064
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<b>Course Objectives</b>	This course explores the role of signs, representations, and symbols in culture, emphasizing their presence in both everyday life and video games. It aims to enhance students' understanding of sign systems that shape our perceptions and interactions. Since building a fictional world relies on these concepts, semiotics is introduced as a fundamental element of the creative process. Additionally, the course provides an introduction to a variety of customs, rituals, and beliefs from different cultures to develop a deeper understanding of society and how it functions.
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<b>Course Learning Outcomes</b>	<b>Students will able to:</b>	<b>Teaching Methods</b>	<b>Evaluation Methods</b>
	Students will be able to define key elements of semiotics and culture and determine different elements in the creating of cultures and civilizations	Direct instruction technique & Discussion	<b>Final:</b> Multiple choice and essay questions <b>Midterm</b> <b>Group Project</b>
	Students compare and discuss different cultures societies learning about customs,	Direct instruction technique & Discussion	<b>Final:</b> Multiple choice and

<b>Course Content</b>	traditions and summarize what culture mean in narrative.		essay questions <b>Midterm</b> <b>Group</b> <b>Project</b>
	Students plan different geographical possible worlds and plan what kind of cultures and civilizations might form in these possible worlds.	Direct instruction technique & Discussion	<b>Final:</b> Multiple choice and essay questions <b>Midterm</b> <b>Group</b> <b>Project</b>
	Students establish an understanding and associates on how different culture interact with each other and how it can change overtime.	Direct instruction technique & Discussion	<b>Final:</b> Multiple choice and essay questions <b>Midterm</b> <b>Group</b> <b>Project</b>
	Students create a fictional world based on real physical limitation and populate it with fictional culture creating the background history for these cultures	Direct instruction technique & Discussion	<b>Midterm</b> <b>Group</b> <b>Project</b>
	<ul style="list-style-type: none"> <li>• Effectively interact in discussions.</li> <li>• A foundational knowledge of signs and how the influence and interact within a sign system.</li> <li>• The ability to articulate design differences.</li> <li>• Improved critical thinking skills.</li> <li>• Improved creative thinking skills through designing cultures with visual representations.</li> </ul> <p>the role of signs, representations and symbols within culture. understanding of sign systems. Building a fictional world requires understanding of these concepts. Semiotics – Selection and Combination - Didactic signs – Body language</p>		

<b>COURSE OUTLINE/SCHEDULE</b>			
<b>Week</b>	<b>Topic</b>	<b>Implementati on (theory/practi ce)</b>	<b>Required Reading, Preliminary preparation</b>
1	Introduction of the course Course Grading and Rules	T	Instructor Slides.

	How exams and Assignment will be evaluated Getting to know the students and discussion		
2	What is Semiotics? What are signs,symbols? How do we create them ?	T	Instructor Slides.
3	Where do all these ideas for Games Come from ? How do they create so many different cultures in Stories Aka Video-Games?	T	Instructor Slides.
4	Selection & Combination. The Process of signs, representation and etc.	T	Instructor Slides. Edited by Hamel S. C., Hamel S. C., . (2011). Semiotics. Hauppauge, N.Y: Nova Science Publishers. Library code: P99 .H364 2010
5	History of the Alphabet? What kind of writing systems are there? How do they connect to each other? How do we create an alphabet for a none existent culture?	T	Cobley P., . (2012). Introducing semiotics. London: Icon books. Library code: P99 .C63 2012
6	<b>National Holiday (Ramadan Bairam)</b>		
7	How does this all Work in Games? Where is the place of all this ?	T	Instructor Slides.
8	<b>MIDTERM</b>		
9	Body language and symbolism How is Body language based on culture and society?	T	Instructor Slides.
10	Introduction to Myths and Mythology Main Subject World Creation Myths Societies and Governance how do they play a role in culture?	T	Barthes R., . (1972). Mythologies. New York: Hill and Wang. Library code: AC25 .B31 1972
11	What are Didactic sign and why is it important for designers? How can we create didactic signs?	T/P	Instructor Slides.
12	What are Totemism, Shamanism, Animism, and Ancestor Worship. The similarities and differences between them?	T	Renfrew C., . (2011). The emergence of civilisation. Oxford, UK: Oxbow. Library code: DF220 .R45 2011
13	<b>National Holiday (Youths and Sports Day)</b>	T	
14	Abstraction of representations?	T	Basalla G., . (1988). The Evolution of Technology. Cambridge [England]:

	Stereotypes? Ethic? Righteousness? Bad/Good? Discussions		Cambridge University Press. <b>Library code: REF T15.B29 2002</b> Discussions & Instructor Slides.
15	Revision of the topics and Mock Exam	T	Instructor Slides.
16	<b>National Holiday (Kurban Bairam)</b>	T	
17	<b>FINAL</b>		

<b>Required Course Material(s) / Reading(s)/ Text Book(s)</b>	<p>Cobley P., . (2012). Introducing semiotics. London: Icon books. <b>Library code: P99 .C63 2012</b></p> <p>Edited by Hamel S. C., Hamel S. C., . (2011). Semiotics. Hauppauge, N.Y: Nova Science Publishers. <b>Library code: P99 .H364 2010</b></p> <p>Barthes R., . (1972). Mythologies. New York: Hill and Wang. <b>Library code: AC25 .B31 1972</b></p> <p>Renfrew C., . (2011). The emergence of civilisation. Oxford, UK: Oxbow. <b>Library code: DF220 .R45 2011</b></p> <p>Albornoz L. A., Albornoz L. &amp; Barnett I. (2015). Power, Media, Culture. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan. <b>Library code: P96.E25 .P5913 2015</b></p> <p>Basalla G., . (1988). The Evolution of Technology. Cambridge [England]: Cambridge University Press. <b>Library code: REF T15.B29 2002</b></p>
<b>Recommended Course Material(s)/ Reading(s) /Other</b>	<p>Sterckx R., . (2020). Chinese thought : From Confucius to Cook Ding. London: Pelican, an imprint of Penguin Books. Library code: DS706 .S778 2020</p>

<b>ASSESSMENT</b>		
<b>Learning Activities</b>	<b>NUMBER</b>	<b>WEIGHT in %</b>
Mid-Term	1	40
Quiz	-	-
Assignment	1	20
Project	-	-

Field Study	-	-
Presentation / Seminar	-	-
Studio Practice	-	-
Other	-	-
<b>Contribution of Final Examination/Final Project/ Dissertation to the Final Grade</b>	1	40
<b>TOTAL</b>		100

CONTRIBUTION OF COURSE LEARNING OUTCOMES TO PROGRAMME LEARNING OUTCOMES						
No	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.		X			
2	Knows the basic concepts and terminology related to the field of game design.			X		
3	Has knowledge about the history of computer and video games and developments in this field.		X			
4	Knows game design processes and related applications.			X		
5	Has the ability to utilize various disciplines such as communication, art, music, psychology, mythology, cinema, etc. in the game design process.					X
6	Has the ability to analyse analog and digital game genres.			X		
7	Has the ability to use contemporary game engines and problem solving skills.	X				
8	Has the knowledge of questioning the game designs with an analytic and critical perspective.			X		
9	Has knowledge about media literacy.				X	
10	Has the competence to prepare projects based on ethical principles in game development processes.			X		
11	Has the competence to evaluate games as an art form.				X	

12	Has the competence to use game design concepts and methods in related fields such as design, software development and media.			X		
13	Has the competence to take part and responsibility in game development teams.	X				
14	Has the competence to collect, analyze and interpret analytical data about games and players.	X				
15	Has the competence to develop and present a digital game project by using game design practices effectively.		X			
16	Evaluates artificial intelligence applications in their 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)	15	-	3	45
Preliminary Preparation and self- study	15	-	3	45
Mid-Term	1	-	15	15
Quiz	-	-	-	-
Assignment	1	-	5	5
Project	-	-	-	-
Field Study	-	-	-	-
Presentation / Seminar	-	-	-	-
Studio Practice	-	-	-	-
Final Examination/ Final Project/ Dissertation	1	-	20	20
Other	-	-	-	-
<b>TOTAL WORKLOAD</b>				130
<b>TOTAL WORKLOAD / 25</b>				5,2
<b>ECTS</b>				5

<b>ETHICAL RULES WITH REGARD TO THE COURSE</b>
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### Plagiarism Disclaimer

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

Plagiarism is easy to avoid if you make sure you thoroughly identify and recognize your sources and do not copy from visual examples, designs or notes taken directly from your sources word for word. The maximum citation limit cannot exceed 20%. Artificial intelligence citations are also considered within this scope. If proven otherwise, the student will fail the course.

	SDG 1: No Poverty	
	SDG 2: Zero Hunger	
	SDG 3: Good Health and Well-Being	X
	SDG 4: Quality Education	X
	SDG 5: Gender Equality	X
	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	
	SDG 10: Reduced Inequalities	X
	SDG 11: Sustainable Cities and Communities	
	SDG 12: Responsible Consumption and Production	X
	SDG 13: Climate Action	
	SDG 14: Life Below Water	
	SDG 15: Life on Land	
	SDG 16: Peace, Justice and Strong Institutions	X
	SDG 17: Partnership for the Goals	

**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 Advertisement production. Also, students are expected to design a creative advertisement piece with the knowledge they have gained in the course.

During the class sessions, participation is a very important input for the learning process for the students. It is also vital to understand the effect of creativity input on the production process of advertisement.

70% attendance to courses is compulsory. Health reports belong to 30% absenteeism right.

<b>PREPARED BY</b>	Assist. Prof. Dr. Yunus Luckinger
<b>UPDATED</b>	21.02.2025
<b>APPROVED</b>	