COURSE SYLLABUS

Course Title	Course Code	Semester	Course Hour/Week		Credit	ECTS
Traditional Board Game Design	VCDE413	VII	**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

Course Instructor(s)	Can Friedrich Luckinger	E-mail : can.luckinger@arucad.edu.tr Office : TI-OFF 07
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 able to:	Teaching Methods	Evaluation Methods
	Understand the fundamentals of traditional game design, including game mechanics, cultural influences, and the role of playtesting.	**Lectures and Readings:** Cover game types, mechanics, and cultural contexts.	**Oral Recap:** Have students summarize concepts.

	Explain the relationship between game mechanics, player experience, and cultural narratives.	**Mechanics Mapping:** Visualize how rules shape gameplay.	**Game Reviews:** Analyze the mechanics of existing games.
	Create initial prototypes that integrate cultural elements into game mechanics.	**Prototyping Workshops:** Build physical prototypes with simple materials.	**Prototype Assessments:** Grade functional early-stage prototypes.
	Critically assess game mechanics and cultural messaging.	**Playtest Sessions:** Gather player feedback and identify friction points.	**Iteration Reports:** Track changes after each playtest.
	Justify design decisions and assess how well the game conveys its intended message.	**Self-Assessments:** Reflect on project evolution.	**Feedback Logs:** Document changes based on critiques.
	Produce a polished traditional game that conveys a cultural message.	**Group Collaboration:** Work in teams to refine mechanics and storytelling.	**Final Game Assessment:** Grade creativity, functionality, and cultural integration.
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	T/P	Building Blocks of Tabletop Game Design : an encyclopedia of mechanisms / Geoffrey

	and Curriculum overview		Engelstein, Isaac Shalev. GV1312	.E544 2020
2	Understanding players and player types	T/P	Building Blocks of Tabletop Game Design : an encyclopedia of mechanisms / Geoffrey Engelstein, Isaac Shalev. GV1312	.E544 2020
3	Game Mechanics	T/P	Building Blocks of Tabletop Game Design : an encyclopedia of mechanisms / Geoffrey Engelstein, Isaac Shalev. GV1312	.E544 2020
4	Board games and the different genres, Effective message and context between different genres	T/P	Building Blocks of Tabletop Game Design : an encyclopedia of mechanisms / Geoffrey Engelstein, Isaac Shalev. GV1312	.E544 2020
5	Production and Game Components	T/P	Building Blocks of Tabletop Game Design : an encyclopedia of mechanisms / Geoffrey Engelstein, Isaac Shalev. GV1312	.E544 2020
6	Game Rules	T/P	Building Blocks of Tabletop Game Design : an encyclopedia of mechanisms / Geoffrey Engelstein, Isaac Shalev. GV1312	.E544 2020
7	Balancing and Game complexity	T/P	Building Blocks of Tabletop Game Design : an encyclopedia of mechanisms / Geoffrey Engelstein, Isaac Shalev. GV1312	.E544 2020
8	**MIDTERM SUBMISSION**		Prototyping and Playtesting
9	Theme and storytelling in board games, Cultural Aspects in relation to board games and its production	T/P	Building Blocks of Tabletop Game Design : an encyclopedia of mechanisms / Geoffrey Engelstein, Isaac Shalev. GV1312	.E544 2020
10	Role of chance and Strategy, Creation of obstacles that promote Critical thinking	T/P	Building Blocks of Tabletop Game Design : an encyclopedia of mechanisms / Geoffrey Engelstein, Isaac Shalev. GV1312	.E544 2020
11	Interaction and conflict in Board games, Role of Communication between players and Ethical Role in Tabletop Games	T/P	Building Blocks of Tabletop Game Design : an encyclopedia of mechanisms / Geoffrey Engelstein, Isaac Shalev. GV1312	.E544 2020
12	Print and play board games and their mechanics	T/P	Building Blocks of Tabletop Game Design : an encyclopedia of mechanisms / Geoffrey Engelstein, Isaac Shalev. GV1312	.E544 2020

13	Packaging of board games and their uses	T/P	In-Class practice no reading required
14	Conceptualization and Prototyping	T/P	In-Class practice no reading required
15	Playtesting, Balancing and Iteration	T/P	In-Class practice no reading required
16	Finalizing game design and packaging	T/P	In-Class practice no reading required
17	Final Exam Week	T	

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:** Wyatt, J. (2008). *Dungeon master's guide.* Renton, Wash, Newport Gwent: Wizards of the Coast ; Hasbro UK. (online source) Engelstein, G., & Shalev, I. (2022d). *Building Blocks of Tabletop Game Design: An encyclopaedia of mechanisms.* Boca Raton, FL: CRC Press. GV1312	.E544 2020

ASSESSMENT		
Learning Activities	**NUMBER**	**WEIGHT in %**
Mid-Term	1	40
Quiz	-	-
Assignment	1	10
Project	-	-

Field Study	-	-
Presentation / Seminar	-	-
Studio Practice	-	-
Other	-	-
Contribution of Final Examination/Final Project/ Dissertation to the Final Grade	1	50
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	Has the skills and competence to turn their designs into a portfolio document and present them.	x				

ECTS / STUDENT WORKLOAD				
ACTIVITIES	**NUMBER**	**UNIT**	**HOUR**	**TOTAL (WORKLOAD)**
Course Teaching Hour (X weeks * total course hours)	15		4	60
Preliminary Preparation and self- study	15		1	15
Mid-Term	1		20	20
Quiz	-		-	-
Assignment	1		10	10
Project	-		-	-
Field Study	-		-	-
Presentation / Seminar	-		-	-
Studio Practice	-		-	-
Final Examination/ Final Project/ Dissertation	1		20	20
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 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.

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.

Late work can only receive full credit in extreme circumstances and will be penalized otherwise as follows:
- Over a day but less than two days late: 10% deducted
- **A week or more late: Not accepted: 0%**

PREPARED BY	Can Friedrich Luckinger
UPDATED	21.03.2025
APPROVED	