

GAME DEVELOPMENT
ANIMATION
MOTION GRAPHICS
Austin Community College

Game Testing | GAME 2338 Syllabus

instructor	*Instructor Name*
office hours	*Day: Star Time-End Time, On-Campus/Online*
office location	*Location*
class info	*Start Time –End Time Day, Campus/Online Location*
e-mail	*e-mail address*
phone	*PHONE NUMBER*
contact	*Campus/Online Location*
web site	http://sites.austincc.edu/gdamg/

Course Description

- Credit Hours: 3
- Classroom Contact Hours per week: 2
- Laboratory Contact Hours per week: 4

Testing and debugging gaming and simulation applications in the alpha and beta stages of production. Includes critiques of the product and written documentation of the testing and debugging processes.

Prerequisites

GAME 1270.

Learning Outcomes

Describe the methodology and procedures for collecting, reporting, and closing game bugs; identify the stages of project completion; identify the different testing types (i.e., white box, black box, compatibility, minimum specification, etc.); explain the console approval process; and demonstrate writing precise bug database records.

Program-Level Student Learning Outcomes:

Game Design

1. Identify and demonstrate the fundamental skills and concepts in game design and development.
2. Define, design and produce game assets for a game project.
3. Efficiently complete game projects within deadlines.
4. Collaborate within a team environment.

Game Art

1. Identify and apply principles of design and modeling.

2. Independently solve modeling problems.
3. Produce and integrate art assets based on current industry trends and practices.
4. Design art assets that reflect personality, atmosphere and emotional tone.
5. Collaborate within a team environment

SCAN Competencies:

Secretary's Commission on Achieving Necessary Skills (SCANS): *In 1989, the U.S. Department of Labor education jointly surveyed U.S. employers to find out the most important skills and competencies needed by workers. The results of that survey identified SCANS (**S**ecretaries **C**ommission on **A**chieving **N**ecessary **S**kills). These are skills that employers need the most from their workers. SCANS skills are the predictors of success in workplace. The following is a list of SCAN competencies identified in this course.*

SCANS COMPETENCIES

1.0 **Resources**
1.1 Manages Times
1.2 Manages Money
1.3 Manages Material and Facility Resources
1.4 Manages Human Resources
2.0 **Interpersonal**
2.1 Participates as a Members of a Team
2.2 Teaches Other: Helps others to learn.
2.3 Serves Clients/Customers
2.4 Exercises Leadership
2.5 Negotiates
2.6 Works with Cultural Diversity
3.0 **Information**
3.1 Acquires and Evaluates Information
3.2 Organizes and Maintains Information
3.3 Uses Computers to Process Information
4.0 **Systems**
4.1 Understands Systems
4.2 Monitors and Corrects Performance
4.3 Improves and Designs Systems
5.0 **Technology**
5.1 Selects Technology
5.2 Applies Technology to Task
5.3 Maintains and Troubleshoots Technology

SCANS FOUNDATION SKILLS

6.0 **Basic Skills**
6.1 Reading
6.2 Writing
6.3 Arithmetic
6.4 Mathematics
6.4 Listening
6.6 Speaking
7.0 **Thinking Skills**
7.1 Creative Thinking
7.2 Decision Making
7.3 Problem Solving
7.4 Mental Visualization
7.5 Knowing How to Learn
7.6 Reasoning
8.0 **Personal Qualities**
8.1 Responsibility
8.2 Self-Esteem
8.3 Sociability
8.4 Self-Management
8.5 Integrity/Honesty

For expanded definitions of the above listed SCANS, please go to: http://www.austincc.edu/mkt/scans.php

WHAT ARE SCANS?

In 1989 President Bush and the nation's governors agreed to achieve education goals by the year 2000 that brought about the effort led by the U.S. Secretary of Labor to form the Secretary's Commission on Achieving Necessary Skills (SCANS) in 1990. The Commission was to determine skills students needed to succeed in the world of work. A preliminary report of the Commission was issued in the spring of 1991, and the final report in April of 1992. The commission argued that a high-performance work place requires workers who have a solid foundation in the basic literacy and computational skills, in the thinking skills necessary to put knowledge to work, and in the personal qualities that make workers dedicated and trustworthy. The Commission also argued that a solid foundation is not enough. The high performance workplace requires competencies - the abilities to manage resources, to work amicably and productively with others, to acquire and use information, to master complex systems, and to work with a variety of technologies.

Texts, Instructional Materials and Resources

Required Text(s): Game Testing All In One, Charles P. Schultz, Robert Bryant, and Tim Langdell, Ph.D. ISBN: 1-59200-373-7;
Instructional Resources:
Microsoft Office: includes Word, Excel, Powerpoint;
Microsoft Project: Scheduling software;
Microsoft Visio: Flowcharting software;
Bugzilla Mantis: Game Testing Database

Supplies

Pencil or Pen, 3-ring notebook with paper and pockets (in which to keep notes, exercises, projects and information sheets), 16 GB removable drive (USB or otherwise) for permanent backup of materials and assignments.

Instructional Methodology

This course is a 3 credit hour (96 contact hours), 16-week Lecture-Lab course in advanced techniques for game design and development. Each class takes up approximately 2 and 40 minutes of those hours. During each class, the instructor will present new information (lecture) and supervise assigned work to help students develop their skills (lab). Solutions to individual student problems are demonstrated for the entire group. The instructor's ability to evaluate students' progress is founded on observing their productivity in class as well as the quality of their work.

Course Rationale

This course is aimed at the game design certificate student or the 'Game Development and Animation, Motion Graphics' major who is interested in pursuing a career in game development. Design principles are reinforced through project-based assignments. Students are provided an opportunity to obtain real life experiences. Practicing professionals may upgrade their job skills.

Helpful Websites

- http://www.theesa.com
- http://www.igda.org
- http://www.gamedeveloper.com
- http://www.gamespy.com
- http://www.gamesindustry.biz

Student Technology Support

Austin Community College provides free, secure drive-up WiFi to students and employees in the parking lots of all campus locations. WiFi can be accessed seven days a week, 7 am to 11 pm. Additional details are available at Student Technology Access.

Students who do not have the necessary technology to complete their ACC courses can request to borrow devices from Student Technology Services. Available devices include iPads, webcams, headsets, calculators, etc. Students must be registered for a credit course, Adult Education, or Continuing Education course to be eligible. For more information, including how to request a device, visit Student Technology Access.

Student Technology Services offers phone, live-chat, and email-based technical support for students and can provide support on topics such as password resets, accessing or using Blackboard, access to technology, etc. To view hours of operation and ways to request support, visit Student Technology Access.

Grading System

Students will be given several grades throughout the semester. These grades provide students with the opportunity to evaluate their standing in the class. Students can contact the instructor during the office hours listed at the beginning of this document if they need to discuss their progress, or to seek additional help. Students will be also be quizzed during the semester in preparation for the midterm and final exams. Though quiz results are a small part of your final grade, they help students assess what skills need additional work before taking the exam.

Point Total Ranges:
89.5 —100 = A
79.5 — 89.5 = B
69.5 — 79.5 = C
59.5 — 69.5 = D

< 59.4 = F

No D's will be accepted as a passing grade within the 'Game Development, Animation and Motion Graphics' courses. Students receiving a grade of D must retake the course to receive credit and to progress to the next level course.

Course Requirements and Grading

Quizzes and Tests	11%
Exams (midterm weighted 50%, final weighted 100%)	38%
Assignments (each weighted 10%, maximum 10pts each)	16%
Project (weighted 100%)	26%
Attendance	9%

Note: Percentages are rounded up/down respectively, and are subject to change according to instructor.
See Class Outline and Assignments and Final Project Requisites sections below for specifics of delivery of each assignment and final project.

COURSE POLICIES

General Statement: The stated objectives for each assignment of individual projects are based upon the instructor's experience with industry standards. Student work is assessed upon technical expertise, accuracy, composition standards and creativity. Active participation in class discussions, critiques and sharing sessions is essential and considered part of each project grade and final evaluation.

Attendance and Participation Policy - *Regular and punctual class and laboratory attendance is expected of all students. If attendance or compliance with other course policies is unsatisfactory, the instructor may withdraw students from the class.*
For DLS/Online Classes - Regular and timely class participation in discussions and completion of work is expected of all students. If attendance or compliance with other course policies is unsatisfactory, the instructor may withdraw students from the class.
The student is responsible for communicating with their professor during the closure (cancelled classes due to weather, pandemic, or other emergencies) and completing any assignments or other activities designated by their professor.

Attendance and Class Participation is mandatory. In a 16-week course, students only have 60 contact hours with their instructor. This is roughly equivalent to two weeks on production in an industry studio. In a semester with holidays, the number is less. The level of a student's day-to-day class participation is evaluated and will be reflected in their final grade. Failure to show up for class and work during class and lab time will automatically affect your grade regardless of work quality. There are demonstrations, sharing sessions, quizzes, and possibly guest lecturers that require your attendance.

Regular and punctual class and laboratory attendance is expected of all students. If attendance or compliance with other course policies is unsatisfactory, the instructor may withdraw students from the class.

If for any reason you're unable to come to class, you will be counted as absent. You are allowed 3 absences. There is no distinction between an excused or unexcused absence, so use your absences meaningfully and sparingly. You are counted absent if:

- you are not in class
- you leave the class early
- you disappear in the middle of class for a significant length of time
- you get to class extremely late

At your fourth absence, you will fail the class and should withdraw from the course. If your fourth absence happens past the final withdrawal date of the semester, then your final grade will be lowered one letter grade for each subsequent absence. If you decide to withdraw from the course, it is your responsibility to

officially withdraw yourself from the class through admissions and records. If you do not withdraw from the class, you will receive an F.

Lab attendance is necessary if the student is to excel in class. Though lab time is not tracked, you are responsible for meeting project deadlines. Lab Hours are posted on the door outside the classroom.

General Artificial Intelligence (GAI) usage is strictly prohibited to preserve academic integrity and ensure the development of student competencies. Students are not allowed to use GAI for completing assignments, projects, tests, or any form of assessment in this course. The prohibition is in place to encourage original thought, manual problem-solving skills, and to maintain equity in educational opportunities and assessments. GAI refers to artificial intelligence systems that can generate text, code, images or other content on minimal input. This includes chatbots, image generation tools, and code assistants. Any violation of this policy will result in academic penalties which may include a failing grade for the activity, reporting to academic affairs, and further disciplinary action.

Assignment/Project Deliveries: Assignments must be delivered within Google Classroom at the deadline (also found in Google Classroom) for grading. If you turn an Assignment/Project in after that, your project is considered late. Assignments will automatically be lowered by 10% (one full letter grade) when turned in past the due date/time if you did not communicate with the instructor/teacher beforehand. Assignments will only be accepted at the instructor's discretion once they are more than one week late, and only if you have been given approval ahead of time.

Missed Exams/Quizzes and Late Work:
Exams and Quizzes can only be made-up if your absence is excused ahead of time.

Classroom Interaction: Throughout the course of the semester, you will be interacting with the instructor/teacher, fellow students and outside professionals in critiques and group discussion. You will be both giving and receiving feedback on your work. These critiques will be conducted in various ways, from one-on-one interactions to large group environments. In all instances, classroom behavior should support and enhance learning. It is expected everyone to treat one another with understanding, dignity and respect.

Disruptive behavior is not tolerated, which may include:

- Persistent speaking without permission.
- Side conversations.
- Engaging in activities not related to the class.
- Ringing cell phones or using a cell phone to talk or send text messages.
- Using PDAs or laptop computers in the classroom for non-course related purposes
- Sleeping in class.
- Eating/drinking in class without permission.
- Monopolizing class discussion and refusing to defer to instructor, or listen to others; persisting when the instructor has indicated that the student's remarks are off topic and it is time to move on.
- Reacting angrily or defensively to critique from guests, instructors or classmates.
- Sighing, rolling eyes, or muttering when other people are talking.
- Refusing to participate in group activities such as group or peer-to-peer critiques.
- Chronically entering late/leaving early, moving about the classroom.
- Filming, photographing, or taping the class without the instructor's prior permission.
- Disputing authority and arguing with faculty and other students.
- Yelling, arguing, swearing, bullying, or other harassing or intimidating behavior.
- Physically or verbally abusive conduct.
- Failure to adhere to the instructor's rules or instructions.
- Vulgar or obscene language, slurs or other forms of intimidation.
- Showing up to class under the influence of alcohol/drugs.
- Threats of any kind.
- Destruction of property.
- Any behavior that puts the health or safety of the instructor or other students in the classroom in

jeopardy.

If you engage in disruptive behavior, instructor/teacher may file a Student Discipline Report and refer you to the Dean of Student Services. The Dean will investigate the case, and based on the investigation, s/he may put sanctions into place, including but not limited to withdrawing you from the class.

If the behavior is severe, instructor/teacher will call Campus Police, who may immediately refer you to the Dean of Student Services.

Student Standards of Conduct Policy – - *Acceptable standards of conduct include behavior that is civil, courteous, and respectful of all members of the campus community, their property, and the property of the college; promotes mutual respect, equality, and safety of its members and opposes those acts that harass, intimidate, or haze its members. ACC's policy on student standards and code of conduct can be found here in the current student handbook: http://www.austincc.edu/handbook*
Faculty at the College are required to report concerns regarding sexual misconduct (including all forms of sexual harassment and sex and gender-based discrimination) to the District Title IX Coordinator. Licensed clinical counselors are available across the District and serve as confidential resources for students.

Demonstration of a professional attitude is required. This includes, but is not limited to arriving to class on time and participating for the whole period and turning in projects on time. Consistently late arrivals can add up. If you know you will need to arrive consistently late or leave consistently early, or if you know you will have to miss a large portion of the class, you should withdraw yourself and register again during a time when you can commit yourself to the work. Students are expected to show professional courtesy to other students as well as the instructor in class and via online discussions. This will be a factor in overall grading. **Please turn off cell phones during class/lab.**

Withdrawal Policy – *It is the responsibility of each student to ensure that his or her name is removed from the rolls should they decide to withdraw from the class. The instructor does, however, reserve the right to drop a student should he or she feel it is necessary. If a student decides to withdraw, he or she should also verify that the withdrawal is recorded before the Final Withdrawal Date.* ***The Final Withdrawal Date is available at ACC Academic Calendar****. The student is also strongly encouraged to keep any paperwork in case a problem arises.*

Students are responsible for understanding the impact that withdrawal from a course may have on their financial aid, veterans' benefits, and international student status. Per state law, students enrolling for the first time in Fall 2007 or later at any public Texas college or university may not withdraw (receive a "W") from more than six courses during their undergraduate college education. Some exemptions for good cause could allow a student to withdraw from a course without having it count toward this limit. Students are strongly encouraged to meet with an advisor when making decisions about course selection, course loads, and course withdrawals.

Incompletes Policy – *An incomplete (grade of "I") will only be given for extenuating circumstances. What constitutes "extenuating circumstances" is left to the instructor's discretion, while following any rules or guidelines set by the department. If a grade of I is given, the remaining course work must be completed by a date set by the student and professor and given on the "Report of Incomplete" form. This date is often about three weeks prior to the end of the following semester. A grade of I also requires completion and submission of the Incomplete Grade form, to be signed by the faculty member (and student if possible) and submitted to the department chair.*

Students may request an Incomplete from their faculty member if they believe circumstances warrant. The faculty member will determine whether the Incomplete is appropriate to award or not. The following processes must be followed when awarding a student an I grade.

1. *Prior to the end of the semester in which the "I" is to be awarded, the student must meet with the instructor to determine the assignments and exams that must be completed prior to the deadline date. This meeting can occur virtually or in person. The instructor should complete the Report of Incomplete Grade form.*
2. *The faculty member will complete the form, including all requirements to complete the course and the due date, sign (by typing in name) and then email it to the student. The student will then complete his/her section, sign (by typing in name), and return the completed form to the faculty member to complete the agreement. A copy of the fully completed form can then be emailed by the faculty member to the student and the department chair for each grade of Incomplete that the faculty member submits at the end of the semester.*

3. *The student must complete all remaining work by the date specified on the form above. This date is determined by the instructor in collaboration with the student, but it may not be later than the final withdrawal deadline in the subsequent long semester.*
4. *Students will retain access to the course Blackboard page through the subsequent semester in order to submit work and complete the course. Students will be able to log on to Blackboard and have access to the course section materials, assignments, and grades from the course and semester in which the Incomplete was awarded.*
5. *When the student completes the required work by the Incomplete deadline, the instructor will submit an electronic Grade Change Form to change the student's performance grade from an "I" to the earned grade of A, B, C, D, or F.*

If an Incomplete is not resolved by the deadline, the grade automatically converts to an "F." Approval to carry an Incomplete for longer than the following semester or session deadline is not frequently granted.

Course Outline/Calendar – *Please note that schedule changes may occur during the semester. Any changes will be announced in class and posted as a Blackboard Announcement (or other resource faculty is using to communicate).*

COLLEGE POLICIES

Health & Safety Protocols

Operational areas of ACC campuses and centers are fully open and accessible through all public entrances. While some health & safety protocols are no longer mandatory, the college encourages its staff, faculty, and students to be mindful of the well-being of all individuals on campus. If you feel sick, feverish, or unwell, please do not come to campus.

Some important things to remember:

- If you have not done so, ACC encourages all students, faculty, and staff to get vaccinated. COVID-19 vaccines are now widely available throughout the community. Visit www.vaccines.gov/ to find a vaccine location near you.
- Campuses are open to faculty, staff, and students. The college and its departments and offices may invite internal *and* external guests to their events and activities, though access is still restricted for external parties seeking to host activities at ACC. The college's Appian Health Screening App remains available to everyone who visits campus. This continues to be a good way to check your own health before coming to class or work.
- If you are experiencing COVID-19-related symptoms, please get a COVID-19 test as soon as possible before returning to an ACC facility. Testing is now widely available. To find testing locations near you, click this link.
- If you test positive, please report it on the ACC self-reporting tool located here.
- ACC continues to welcome face masks on campus. Per CDC guidelines, face masks remain a good way to protect yourself from COVID-19.
- The college asks that we all continue to respect the personal space of others. We are encouraging 3 feet of social distancing.
- Please be sure to carry your student, faculty, or staff ID badge at all times while on campus.

Because of the everchanging situation, please go to ACC's Covid website for the latest updates and guidance.

Statement on Academic Integrity

Austin Community College values academic integrity in the educational process. Acts of academic dishonesty/misconduct undermine the learning process, present a disadvantage to students who earn credit honestly, and subvert the academic mission of the institution. The potential consequences of fraudulent credentials raise additional concerns for individuals and communities beyond campus who rely on institutions of higher learning to certify students' academic achievements and expect to benefit from the claimed knowledge and skills of their graduates. Students must follow all instructions given by faculty or designated college representatives when taking examinations, placement assessments, tests, quizzes, and evaluations. Actions constituting scholastic dishonesty include, but are not limited to, plagiarism, cheating,

fabrication, collusion, falsifying documents, or the inappropriate use of the college's information technology resources. Further information is available at the Academic Integrity website.

Student Rights & Responsibilities

Students at ACC have the same rights and protections under the Constitution of the United States. These rights include freedom of speech, peaceful assembly, petition and association. As members of the community, students have the right to express their own views, but must also take responsibility for according the same rights to others and not interfere or disrupt the learning environment. Students are entitled to fair treatment, are expected to act consistently with the values of the college, and obey local, state, and federal laws. Student Rights & Responsibilities

As a student of Austin Community College you are expected to abide by the Student Standards of Conduct.

Senate Bill 212 and Title IX Reporting Requirements

Under Senate Bill 212 (SB 212), the faculty and all College employees are required to report any information concerning incidents of ***sexual harassment, sexual assault, dating violence, and stalking*** *committed by or against an ACC student or employee. Federal Title IX law and College policy also require reporting incidents of* ***sex- and gender-based discrimination and sexual misconduct. This means faculty and non-clinical counseling staff cannot keep confidential information about any such incidents that you share with them.***

If you would like to talk with someone confidentiality, please contact the District Clinical Counseling Team who can connect you with a clinical counselor on any ACC campus: (512) 223-2616, or to schedule online, go to the Counseling website.

While students are not required to report, they are encouraged to contact the Compliance Office for resources and options: Charlene Buckley, District Title IX Officer, (512) 223-7964; compliance@austincc.edu .

If a student makes a report to a faculty member, the faculty member will contact the District Title IX Officer for follow-up.

Student Complaints

A defined process applies to complaints about an instructor or other college employee. You are encouraged to discuss concerns and complaints with college personnel and should expect a timely and appropriate response. When possible, students should first address their concerns through informal conferences with those immediately involved; formal due process is available when informal resolution cannot be achieved.

Student complaints may include (but are not limited to) issues regarding classroom instruction, college services and offices on the basis of actual or perceived race, color, national origin, religion, age, gender, gender identity, sexual orientation, political affiliation, or disability.

Further information about the complaints process, including the form used to submit complaints, is available at the Student Complaint Procedures website.

Statement on Privacy

The Family Educational Rights and Privacy Act (FERPA) protects confidentiality of students' educational records. Grades cannot be provided by faculty over the phone, by e-mail, or to a fellow student.
Note: Class grades or points earned will be posted in Blackboard.

Recording Policy

To ensure compliance with the Family Education Rights and Privacy Act (FERPA), student recording of class lectures or other activities is generally prohibited without the explicit written permission of the instructor and notification of other students enrolled in the class section. Exceptions are made for approved accommodations under the Americans with Disabilities Act.

Recording of lectures and other class activities may be made by faculty to facilitate instruction, especially for classes taught remotely through BlackBoard Collaborate or another platform. Participation in such activities implies consent for the student to be recorded during the instructional activity. Such recordings are intended for educational and academic purposes only.

Safety Statement

Health and safety are of paramount importance in classrooms, laboratories, and field activities. Students are expected to learn and comply with ACC environmental, health and safety procedures and agree to

follow ACC safety policies. Emergency Procedures posters and Campus Safety Plans are posted in each classroom and should be reviewed at the beginning of each semester. All incidents (injuries/illness/fire/property damage/near miss) should be immediately reported to the course instructor. Additional information about safety procedures and how to sign up to be notified in case of an emergency can be found at the Emergency Management website.

Everyone is expected to conduct themselves professionally with respect and courtesy to all. Anyone who thoughtlessly or intentionally jeopardizes the health or safety of another individual may be immediately dismissed from the day's activity and will be referred to the Dean of Student Services for disciplinary action.

In the event of disruption of normal classroom activities due to an emergency situation or an outbreak of illness, the format for this course may be modified to enable completion of the course. In that event, students will be provided an addendum to the class syllabus that will supersede the original version.

Campus Carry

The Austin Community College District concealed handgun policy ensures compliance with Section 411.2031 of the Texas Government Code (also known as the Campus Carry Law), while maintaining ACC's commitment to provide a safe environment for its students, faculty, staff, and visitors. Beginning August 1, 2017, individuals who are licensed to carry (LTC) may do so on campus premises except in locations and at activities prohibited by state or federal law, or the college's concealed handgun policy.

It is the responsibility of license holders to conceal their handguns at all times. Persons who see a handgun on campus are asked to contact the ACC Police Department by dialing 512-223-1231. Please refer to the concealed handgun policy online at the Campus Carry website.

Discrimination Prohibited

The College seeks to maintain an educational environment free from any form of discrimination or harassment including but not limited to discrimination or harassment on the basis of race, color, national origin, religion, age, sex, gender, sexual orientation, gender identity, or disability.

Faculty at the College are required to report concerns regarding sexual misconduct (including all forms of sexual harassment and sex and gender-based discrimination) to the Manager of Title IX/Title VI/ADA Compliance. Licensed clinical counselors are available across the District and serve as confidential resources for students.
Additional information about Title VI, Title IX, and ADA compliance can be found in the ACC Compliance Resource Guide.

Use of ACC Email

All College e-mail communication to students will be sent solely to the student's ACCmail account, with the expectation that such communications will be read in a timely fashion. ACC will send important information and will notify students of any college- related emergencies using this account. Students should only expect to receive email communication from their instructor using this account. Likewise, students should use their ACCmail account when communicating with instructors and staff. Information about ACC email accounts, including instructions for accessing it, are available at the ACC Email Q&A website.

Use of the Testing Center

The Testing Centers will allow only limited in person testing and testing time will be limited to the standard class time, typically one and one-half hours. Specifically, only the following will be allowed in the Testing Centers:

- Student Accessibility Services (SAS) Testing: All approved SAS testing.
- Assessments Tests: Institutionally approved assessment tests (e.g., TSIA or TABE).
- Placement Tests: Placement tests (e.g., ALEKS).
- Make-Up Exams (for students who missed the original test): Make-up testing is available for all lecture courses but will be limited to no more than 25% of students enrolled in each section for each of four tests.
- Programs incorporating industry certification exams: Such programs (e.g., Microsoft, Adobe, etc.) may utilize the ACC Business Assessment Center for the industry certification exams (BACT) at HLC or RRC.

Scholastic Dishonesty Policy

A student attending ACC assumes responsibility for conduct compatible with the mission of the college as an educational institution. Students have the responsibility to submit coursework that is the result of their own thought, research, or self-expression. Students must follow all instructions given by faculty or designated college representatives when taking examinations, placement assessments, tests, quizzes, and evaluations. Actions constituting scholastic dishonesty include, but are not limited to, plagiarism, cheating, fabrication, collusion, and falsifying documents. Penalties for scholastic dishonesty will depend upon the nature of the violation and may range from lowering a grade on one assignment to an "F" in the course and/or expulsion from the college. See the Student Standards of Conduct and Disciplinary Process and other policies at http://www.austincc.edu/current/needtoknow

Copyright

The software programs that you in the labs are licensed to the college as the original purchaser and as such are not available for students to duplicate for their personal use. Do not use college equipment to duplicate software for other students or to produce work-for-profit. Do not download, copy or scan copyrighted material for use in your projects.

STUDENT SUPPORT SERVICES:

The success of our students is paramount, and ACC offers a variety of support services to help, as well as providing numerous opportunities for community engagement and personal growth.

Student Support

ACC strives to provide exemplary support to its students and offers a broad variety of opportunities and services. Information on these campus services and resources is available at the Student Resources website. A comprehensive array of student support services is available online at the Student Support website.

Student Accessibility Services

Austin Community College (ACC) is committed to providing a supportive, accessible, and inclusive learning environment for all students. Each campus offers support services for students with documented disabilities. Students with disabilities who need classroom, academic or other accommodations must request them through Student Accessibility Services (SAS).

Students are encouraged to request accommodations prior to the beginning of the semester, otherwise the provision of accommodations may be delayed. Students who have received accommodations from SAS for this course will provide the instructor with the legal document titled "Faculty Notification Letter" (FNL) through the Accessible Information Management (AIM) portal.

Until the instructor receives the FNL, accommodations should not be provided. Once the FNL is received, accommodations must be provided. Accommodations are not retroactive, so it is in the student's best interest to request their accommodations as soon as possible prior to the beginning of the semester.

Please contact SAS@austincc.edu for more information.

Academic Support

ACC offers academic support services on all of its campuses. These services, which include online tutoring, academic coaching, and supplemental instruction, are free to enrolled ACC students. Tutors are available in a variety of subjects ranging from accounting to pharmacology. Students may receive these services on both a drop-in and referral basis.

An online tutor request can be made here: Online Tutoring Request

Additional tutoring information can be found here: Online Tutoring

Library Services

ACC Library Services offers both in-person and extensive online services, with research and assignment assistance available in-person during limited hours of service. Although all college services are subject to change, plans include ACC students signing up for study space and use of computers at open libraries, extensive online instruction in classes, online reference assistance 24/7 and reference with ACC faculty librarians. In addition, currently enrolled students, faculty and staff can access Library Services online (also 24/7) via the ACC Library website and by using their ACCeID to access all online materials (ebooks, articles from library databases, and streaming videos). ACC Libraries offer these services in numerous ways such as: "Get Help from a Faculty Librarian: the 24/7 Ask a Librarian chat

service," an online form for in-depth research Q and A sessions, one-on-one video appointments, email, and phone (voicemail is monitored regularly).

- Library Website
- Library Information & Services during COVID-19
- Ask a Librarian 24/7 chat and form
- Library Hours of Operation by Location
- Email: library@austincc.edu

Parent and Family Engagement Services

ACC understands how important parent and family support is to every student's college journey. From parents and siblings to step-parents, grandparents, partners, and loved ones, the Parent and Family Engagement Office at ACC is committed to empowering families to support student success. The office provides a family orientation to ACC, free workshops explaining the world of higher education (financial aid, student resources, career and transfer services, etc.), a monthly newsletter full of student success tips, and a website designed to answer family members' frequently asked questions. All students, especially first-generation students, are encouraged to share these resources with their families and invite them to be part of the Riverbat experience. Contact familyengagement@austincc.edu or visit the Parent & Family Engagement website for more information.

Student Organizations

ACC has over seventy student organizations, offering a variety of cultural, academic, vocational, and social opportunities. They provide a chance to meet with other students who have the same interests, engage in service-learning, participate in intramural sports, gain valuable field experience related to career goals, and much else. Student Life coordinates many of these activities, and additional information is available at the Student Life website.

Personal Support

Resources to support students are available at every campus. To learn more, ask your professor or visit the campus Support Center. All resources and services are free and confidential. Some examples include, among others:

- Food resources including community pantries and bank drives can be found here at the Central Texas Food Bank website.
- Assistance with childcare or utility bills is available at any campus Support Center
- The Student Emergency Fund can help with unexpected expenses that may cause you to withdraw from one or more classes
- Help with budgeting for college and family life is available through the Student Money Management Office.
- A full listing of services for student parents is available at the Child Care website.

Mental health counseling services are available throughout the ACC Student Services District to address personal and or mental health concerns at the Counseling website.

If you are struggling with a mental health or personal crisis, call one of the following numbers to connect with resources for help. However, if you are afraid that you might hurt yourself or someone else, call 911 immediately.
Free Crisis Hotline Numbers:

- Austin / Travis County 24-hour Crisis & Suicide hotline: **512-472-HELP (4357)**
- The Williamson County 24-hour Crisis hotline: **1-800-841-1255**
- Bastrop County Family Crisis Center hotline: **1-888-311-7755**
- Hays County 24 Hour Crisis Hotline: **1-877-466-0660**
- National Suicide Prevention Lifeline: **988** or **1-800-273-TALK (8255)**
- Crisis Text Line: **Text "home" to 741741**
- Substance Abuse and Mental Health Services Administration (SAMHSA) National Helpline: **1-800-662-HELP (4357)**
- National Alliance on Mental Illness (NAMI) Helpline:**1-800-950-NAMI (6264)**

Game Development, Animation and Motion Graphics (GDAMG) Open Lab Policy

Students taking Game Development, Animation and Motion Graphics courses may receive tutoring at the following locations:

Highland Campus
Accelerator
6101 Airport Blvd
Austin, TX 78752
512-223-7444

What is Open Lab? When does it take place?

- Open labs are available during various time slots in GDAMG classrooms and provides additional practice time to work on assignments for students.
  Please note, not all software is provided in all open labs.
- Open lab locations:
  HLC, Building 2000: Advanced Game Lab (AGL), Room 2313.
  Open lab hours are posted on the doors.
- Tutoring is available HLC, Bldg. 2000, AGL, Room 2313. Please check the schedule for subject/availability.

Lab rules:

- Know the Open Lab hours (posted on all classroom doors and web site).
- Please bring a flash drive or external hard drive to class so you can save all of your work to it. ***Note***: *All media are scanned in accordance with ACC policy*.
- Do not view or download inappropriate material. GDAMG Tech Support Staff tracks Internet use.

Top tips for easier work in the lab:

- Before working on a file, drag it from a flash drive to the desktop.
- If you would like to bring your own fonts for your project, load them into the Universal Type Client. If you need help, ask GDAMG Tech Support staff.
- If you need help with the computers, scanners, printers, or flash drives, ask GDAMG Tech Support staff.

Using printers and scanners:

- Limit your time with printers and scanners. Take turns.
- For *draft* prints, use black-and-white printers only.
- For *final* prints, you may use the color printer.
- Ask GDAMG Tech Support staff if you need to print on any special paper.
- Please do not try to fix paper jams yourself. Contact GDAMG Tech Support Staff.

Treat the lab like a learning space:

- Keep food and drink away from the computers.
- Do not plug personal equipment (such as laptops) into Ethernet ports.
- This lab is only for GDAMG class assignments; please don't use it for other classes, personal, or outside work.
- Since this is an open lab, computers are first-come first-served.
- Be sure to log out before you leave the lab.

Be kind and considerate:

- Silence cell phones and take phone calls in the hallways.
- If you listen to music, use headphones or earbuds.
- If you argue, talk loudly, call people names, refuse to follow faculty and staff requests, or demand exceptions to these rules, you will be asked to leave.

Tech Support Offices
Building 2000: 2313
Tech Support Contact: 512-223-4862, adm.support@austincc.edu

Class Outline/Course Calendar:

► **Week 1:**
- ○Lecture: Introduction to course – Instructor; Syllabus; Equipment; Supplies; Textbooks.
- ○Lecture: Historical Background, Rules of Testing, Bare Bones Bug Hunting

→ Assigned Reading: Schultz, Foreword and Preface

→ Assigned Reading: Schultz, Ch 1

► **Week 2:**
- ○Lecture: Being a Game Tester, Identifying Bugs, PIANoTV

→ Assigned Reading: Schultz, Ch 2

- ○Class Work: Look at a game and identify the different parts which can break.

► **Week 3:**
- ○Assignment 1 due: Put together an appraisal document for a digital version (PC, Mobile, Console, Handheld) against the original board game of “Monopoly”.
- ○Lecture: Overview of the Test Process (Black Box, White Box Testing), Life Cycle of a Build, Test Cases/Suites.

→ Assigned Reading: Schultz, Ch 6

- ○Lecture: Why Testing is Important, FACT-BADI

→ Assigned Reading: Schultz, Ch 3

- ○Lab Work: Introduction to bug database “Mantis” and start bug testing/reporting the game.

► **Week 4:**
- ○**Quiz #1**
- ○Lecture: Test Design – Test Trees.

→ Assigned Reading: Schultz, Ch 11

- ○Lecture: Game Development Team Overview.
- ○Lecture: Bug Categories, Documentation, Tools.
- ○Lab Work: Work on Assignment 2: Feature Test Tree.

► **Week 5:**
- ○Assignment 2 due: Create Test Feature Tree for an Unlockable of a game.
- ○Lecture: Test Design – Combinatorial Testing.

→ Assigned Reading: Schultz, Ch 8

- ○Lecture: Game Production Cycle.
- ○Lecture: Test Phases.

→ Assigned Reading: Schultz, Ch 5

- ○Lab Work: Work on Assignment 3: Pairwise Combinatorial Table.
- ○Lab Work: Introduction to bug database “Mantis” and start reporting bugs.

► **Week 6:**
- ○Assignment 3 due: Create a Pairwise Combinatorial Table for a set of options in a game.
- ○**Quiz #2**
- ○Lecture: Test Design – Test Flow Diagrams.

→ Assigned Reading: Schultz, Ch 9

- ○Lecture: Software Quality, SQAP, Fagan Inspection.

→ Assigned Reading: Schultz, Ch 4

- ○Lab Work: Learn Flowcharting Program draw.io. Work on Assignment 4: Test Flow Diagram. Mantis Bug Reporting.

► **Week 7:**

○Assignment 4 due: Create Test Flow Diagram using a Flowcharting program (draw.io).
○Lecture: Test Design – Cleanroom Testing, Modeling Player Behavior.

→ Assigned Reading: Schultz, Ch 10

○Lecture: Testing Progress and Effectiveness, Testing by Numbers.

→ Assigned Reading: Schultz, Ch 7

○Lab Work: Learn draw.io and work on Assignment 5: Cleanroom TFD. Mantis Bug Reporting.

► **Week 8:**
○Assignment 5 due: Create Cleanroom TFD using a Flowcharting program (draw.io).
○Class Work: Midterm Exam Review
○Lab Work: Final Project Readiness – Play the game chosen for the Final Project. Achieve and in-depth familiarization, preparation, understanding and categorization of all the game elements and features. Mantis Bug Reporting.

► **Week 9:**
○**Midterm Exam**
○Lab Work: Final Project Readiness – Play the game chosen for the Final Project. Achieve and in-depth familiarization, preparation, understanding and categorization of all the game elements and features. Mantis Bug Reporting.

► **Week 10:**
○Lecture: Playtesting and Ad-hoc Testing

→ Assigned Reading: Schultz, Ch 12

○Lab Work: Final Project Readiness – Play the game chosen for the Final Project. Achieve and in-depth familiarization, preparation, understanding and categorization of all the game elements and features.

► **Week 11:**
○**Quiz #3**
○Lecture: Defect Triggers

→ Assigned Reading: Schultz, Ch 13

○Lab Work: Final Project – Part 1: Test Case Tree. Mantis Bug Reporting.

► **Week 12:**
○Final Project – Part 1 due: Test Case Tree.
○Lecture: Testing Classification (Methodologies and Disciplines)
○Lab Work: Final Project – Part 2: Pairwise Combinatorial Table. Mantis Bug Reporting.

► **Week 13:**
○Final Project – Part 2 due: Pairwise Combinatorial Table.
○Lecture: Entering Game Testing, Transcending Testing, Working Conditions and Demographics, Elite Bug Hunting
○Lab Work: Final Project – Part 3: Test Flow Diagram. Mantis Bug Reporting

► **Week 14:**
○Final Project – Part 3 due: Test Flow Diagram.
○**Quiz #4**
○Lecture: Game Test Automation, Capture/Playback Testing

→ Assigned Reading: Schultz, Ch 15

○Lab Work: Final Project – Part 4: Test Cases.

► **Week 15:**
○Final Project – Part 4 due: Test Cases.
○Lecture: Future of Game Testing
○Final Exam Review
○Lab Work: Final Project – Part 5: Bug Reporting (Mantis Database).

► **Week 16:**
○**Final Exam**

○Final Project – Part 5 due: Bug Reporting.
○Wrap-up

Assignment Requisites Outline and Criteria

Assignment 1 and 2

Creation of Testing documents.

Document Presentation, Layout

- ❑ Proper page layout.
- ❑ Overall good document presentation.
- ❑ Proper paragraph layout.
- ❑ Proper use of headers, fonts, bold, underline, etc.

Description of Content and Step-by-Step

- ❑ Comprehensive and covered all the content required.
- ❑ Described the content properly and thoroughly.
- ❑ Content made sense for the overall assignment.
- ❑ Content has good flow through document.
- ❑ Content is accurate.

Informative, Objective, Support/Evidence

- ❑ Document is overall informative and well organized.
- ❑ Document describes every step possible.
- ❑ Objective description. Personal opinions are not included.
- ❑ Data has been researched and presented properly.

Document Flow and English

- ❑ Document reads well.
- ❑ Document flow makes sense.
- ❑ Proper spelling, grammar and syntax.
- ❑ Document use proper game related wording.

Assignment 3, 4, 5 and Final Project

Creation of Testing documents.

Document Presentation, Layout

- ❑ Proper page layout.
- ❑ Overall good document presentation.
- ❑ Proper layout.
- ❑ Proper use of headers, fonts, bold, underline, etc.

Description of Content and Review

- ❑ Comprehensive and covered all the content required.
- ❑ Described the content properly and thoroughly.
- ❑ Content made sense for the overall assignment.
- ❑ Content has good flow through document.
- ❑ Content is accurate to today's testing standards.

Comprehension, Informative, Technique

- ❑ *Student understands pairwise combinatorial table creation.
- ❑ *Student understands translating set of options from a game to a combinatorial table.
- ❑ *Student understands and can work in Excel.
- ❑ **Student understands test flow diagrams.
- ❑ **Student understands and can work in Visio.
- ❑ **Student understands symbols and connectors for game diagrams.
- ❑ ***Student understands how to create a test plan.
- ❑ ***Student understands how to create test cases and test suites.
- ❑ ***Student understands how to use a bug database.
- ❑ ***Student is objective and articulate in documentation.
- ❑ Student is detail oriented.

Focus and Teamwork

- ❑ Student worked hard in and out of class.
- ❑ Exercise completed on time.
- ❑ Student followed direction.
- ❑ Student made effort to meet objective.
- ❑ Student worked well and contributed in a team environment.



GAME DEVELOPMENT
ANIMATION
MOTION GRAPHICS
Austin Community College

Student Acknowledgement and Agreement
Game 2338 – Game Testing

To ACC,

I hereby have read, acknowledge and agree to the Syllabus document of "GAME 2338 – Game Testing".

_____
Signature

_____
Print Name