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Pr. Patrick Crandley
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Dear Pr. Patrick Crandley,

At the beginning of GCOM 420, I had little experience with coding and no experience with video game design. Until this class, I have never realized how much work really goes into designing a video game. We always followed the same process for each game that we designed. The first step in designing a game is to brainstorm, get all your ideas on paper because you never know what ideas you'll want to implement into your final game. The second thing we did, after we have a basic idea of what our game will be about, is build a physical prototype. Just a visual representation of the game that models the basic game mechanics and control of our game. Then we would create a storyboard with the layout of each screen (Title, level 1, etc). After we finish our "working" paper prototype, we would have our peers (sometimes Mr.Huang) playtest our game and give us feedback on what they liked and their ideas for improvement. Before we start coding our game we have to incorporate game elements like; characters, setting, focal points, etc. What Mr. Huang had us do, to help us create a story for our game, was having us write out a narrative story arc. A narrative story arc is made up a beginning, a middle, and an end. For the first game we designed, the beginning of the game as the title screen, the middle of the game was the actual game play, and the end was either a win screen or a lose screen. The games that I have designed don't really have a story but still have the same structure and elements it is suppose to have. So after we finish coming up with the story to the game, we do psuedo code. After pseudo

code, we would get that looked over and approved then we get started on our game. After about a week or so of coding and artwork we'd usually get at least ten people to play our game so far and give us critical feedback. I would also have to critique others on their game. For our I/O and struct game, we began with a first player continuous runner that collected batteries and dodged blocks. After our first critique, we got ideas of implementing a two player mode and adding a power meter that would show how much energy the runner has. For that game, I mainly worked on the artwork while my other group member did most of the code. The the rest of the design process is coding, playtesting, and critiquing. After we're complete with our game or it's the deadline, we would present the process and elements of our game. I learned a lot about the video game process but, honestly I did not learn as much code as I think the rest of the class did. I usually worked on art when working on a game because my group members were much more knowledgeable and took over coding. I learned the most code while creating my first video game because I was put in a group with another person that has no idea how to code, I learned more about buttons, booleans, rectangles, structs, enums, GameStates, Strings, defining variables, and initializing. I was hard for me to catch up later in Quarter 2, especially for the last video game we had to design with arrays, loops, and switches (I was absent a lot for during this quarter and missed a lot of content). Although I believe that I didn't learn as much as others, at the end of this class I do know a lot more than I knew before I began this class.

Sincerly,
Naomi Jones