

D10, Part V – Game Design: Final Project

(100 pts; Draft Due T2D14; Final T2D17)

This is it, folks: your chance to **shine**! Together, with up to 1-2 other players, you will be creating your very own game, prepping it as if you were going to sell it!

Now, as you are completing your **prototype game**, make sure that you complete the following checklist by considering and answering the following (make it **clear** to **players** of the game the answers to **all of these**):

General Game Considerations:

- Are the game **objectives / goals** clear or easy to find? Do they make sense, or are they confusing? (pp 27-29)
- **Who** can play the game (# of players, age appropriate, etc.), and is anything else required to play?
- Is the game **setup, progression of play, and resolution** clear and easy to understand?
- What **thematic elements** does your game employ (i.e. **theme, setting(s), character(s)**, etc. See pp 33-35, 47)? Do they work well together?
- What area(s) of **Play Value** (i.e. Novelty, challenge, stimulation, harmony, threat, etc. See pp 37-45) does your game have? Could you **use more or less** to make the game **more appealing**?
- Why should people play **your game**? What makes it **better / more fun** than other games?
- What level(s) of **testing** (alpha, beta, etc.) have you **engaged** in? What info did you **learn**, and how did you **incorporate** that knowledge into your game? (See pp 77-83).
- **Note:** having a comprehensive **set / manual of instructions** is **crucial** to successful gameplay. We will be doing some **game testing in class**, but you'll want to do some with your friends / family as well. Also, a **"cheat-sheet"** or 1-page summary of the rules can be very handy for the most common FAQs.

Prototype-specific Questions:

- **Component list:** What are the game pieces? Board(s)? Cards? Displayed resources?
- **Setup:** What, if anything, must be done before play can begin?
- **Sequence of Play:** Give a precise description of what players must do, in what order, to play the game. This could be accomplished via a game-turn sequence chart / description or a flowchart, for example.
- **Play Progression:** How does the game move from start to finish? Are there multiple levels / phases, and if so, is there a sequence to completing them? Do the rules change at all depending on the phase / level?
- **End-Game and Objectives:** When does the game end? What are the objectives / goals of the players? How do players measure progress towards the game objectives? Can the game end in a draw? Etc.
- **Difficulty Levels:** Does your game have multiple levels of difficulty? If so, explain how they work, and how they differ from one another.

Make sure to check the backside for all other details on grading. You **will be** presenting your **prototype** (after your peers have played it, given feedback, revisions, etc.) to the **public at our game night**, so be ready to **sell us your game** (prepare a short 5 ish minute presentation, answering the questions above). We'll have each group present their game, and then people will be free to play whichever game(s) they prefer! Also, do not forget to **source any pictures / art that you use (artist, websites with specific URLs, etc.)** (you can put this on a separate paper). Good luck! (**Presenting: Dec. 18th / D17**)

Final Game Project Rubric

Criteria	Accomplished 20-16 pts	Satisfactory 15-11 pts	Developing 10-6 pts	Beginning 5-0 pts	
Context & Accuracy	Contains fresh, original ideas. Solid game content is backed up with examples, illustrations and a variety of support for ideas. The product correctly answers all of the required questions	Good ideas and game content backed up with generalized examples. Accurate wording is apparent. Support for ideas is all of the same type. The product accurately answers most of the required questions	Stale ideas. Worn-out. Game content is not well supported. The writer is beginning to define the game, but development is still basic or general. The product correctly answers several of the required questions	No real ideas. Game content is murky or unsupported. No awareness of audience is apparent. As yet, game has no clear purpose or central theme. Hardly answers correctly any of the required questions	
	Comments:				Score: — 20
Structure & Artwork	All information is well-organized, neat and easy to follow. Illustrations used are well done, powerfully reinforcing the game / theme	Information is easy to follow with perhaps some minor flaws. Illustrations used are adequate, and reinforce the game / theme	Information is starting to make sense, but still a bit difficult to follow, and a bit messy. Illustrations used are adequate, but lack originality, and weakly support the game / theme	Information is poorly organized and difficult to read / understand. Illustrations used are poor, rehashed copies from other sources; illustrations don't support the game / theme	
	Comments:				Score: — 20
Overall Message Strength	The overall message to the players is clear, strong, & persuasive; players easily understands the message. Answers all of the required questions	The overall message is clear. Uses several different persuasive techniques to good effect; answers most of the required questions	The overall message is somewhat clear, but not very powerful or strong. Answers several of the required questions	The overall message is unclear or weak, and the viewer struggles to understand the point. Doesn't answer the required questions	
	Comments:				Score: — 20
Creativity	Student(s) have taken the assignment and completed it in a way that is totally their own, yet this doesn't distract from the game itself	Student(s) have taken the assignment and has used source material as a starting place. Student personality comes through in some parts of the game.	Student(s) have copied some info / rules / etc. straight from source materials. There is little evidence of creativity, but the student has done the assignment.	Student(s) have not made much attempt to meet the requirements of the assignment.	
	Comments:				Score: — 20
Presentation & Sources	Info, artwork used, etc., is correctly & fully cited. Presenter(s) fully engaged, excited and follow(s) the time allotted.	Info, artwork used, etc., appear to be mostly cited. Presenter(s) at times seem(s) fully engaged, excited and mostly follow(s) the time allotted.	An attempt was made to cite the sources, though it is sloppy, incorrect, etc. Presenter(s) is polite, but not very enthusiastic and the time frame is only loosely followed.	Sources are not documented at all. Presenter(s) seem(s) not interested in the topic at all, distracted, etc. Time frame is not followed well.	
	Comments:				Score: — 20
Add'l Comments:					Score: — 20
Total Score:					— 100