D4 Part II Option A: Game Designer Interview Plan / Notes (Ind. Assignment)
(Draft: **D9**; Final: **D12** 80 pts)

"Listen with curiosity… The greatest problem with communication is we don't listen to understand. We listen to reply. When we listen with curiosity, we don't listen with the intent to reply. We listen for what's behind the words."

— Roy T. Bennett

One of the **best ways** to learn about a job is to **talk with the people that know it best.** For this assignment, your **group** is required to **interview** a **person** who is somehow **directly involved** in the game design process. They might be an artist, a game designer, or a production manager that helps create the actual games.

To make the experience a **productive** / **pleasant** one, consider the **following**:

- *Contact those that you might already know, or check out some of the following local companies involved in producing / selling games:*
- *Try to visit their place of business in person, and schedule a time / place / etc. that would be **convenient** for all of you.*
    - *If when you visit the first time they have to reschedule, be **willing** to **come back** / **meet** later.*
    - *If the interview is seen as an **inconvenience** for the person, they may **decline**… not good.*
- *You may **conduct** the **interview** via **zoom, skype, etc. (videochat),** or over the **telephone**. If you decide to **meet in person,** meet in a **public place,** & have a **parent** / **adult** around that you **trust,** just to be safe.*
- *If they don't mind (ask permission), **record** the **conversation**. That way, when you want to **reflect** on it, you can go back and listen to what they said.*
- *Make sure that you have your **questions prepared** before you begin the interview. If you need to come back after first visiting the site, or step outside to think of some questions, & then return, **that is ok!***
- *Make sure that **all of your group** participates. You don't **all** have to **talk,** but all of you should **at least listen** and **take notes** as part of the interview.*
- *I recommend you plan on spend **at least** 15-20 minutes speaking with the person; you could easily talk with them for **an hour** though depending on how many stories they share.*

Use the **remaining space** below to write down your **interview plans, ideas for questions,** interview notes, etc. Use a **separate paper** if needed for your **actual interview** notes:

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D5 Part IIA Guided Tour Interview Reflection
(Draft: **D9**; Final: **D12** 50 pts)

"Listen with curiosity… The greatest problem with communication is we don't listen to understand. We listen to reply. When we listen with curiosity, we don't listen with the intent to reply. We listen for what's behind the words."

— *Roy T. Bennett*

One of the **best ways** to learn about a job / career is to **talk with the people that know it best**. For this assignment, your **group** was required to **interview** a **person** who is somehow **directly involved** in the game design process. After your interview, **reflect** on the experience. Write your thoughts (+3 ¶ **typed**), while answering the following questions:

- *Share who the person was that your group interviewed (name, age, occupation, etc.).*
- *What **part of the process** connects the person your interviewing to the creation / production / selling of games? Share some of the **stories** they told!*
- *What **new things** did you learn as a **result** of the **interview**? How was it a **valuable** experience?*
- *What **benefits** did talking with this person add to your **experience as a budding game designer**?*

Criteria	Accomplished 16-20%	Satisfactory 11-15%	Developing 6-10%	Beginning 0-5%	Score
Context & Accuracy	Contains fresh, original ideas. Solid content is backed up with examples, illustrations and a variety of support for ideas. The product correctly answers all required questions about the topic.	Good ideas and 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 questions about the topic.	Stale ideas. Worn-out. Content is not well supported. The writer is beginning to define the topic, but development is still basic or general. The product correctly answers several of the questions about the topic.	No real ideas. Content is murky or unsupported. No awareness of audience is apparent. As yet, it has no clear purpose or central theme. Hardly answers correctly any of the questions about the topic.	
Structure	All information is well-organized, neat and easy to follow. Illustrations used are well done, powerfully reinforcing the message	Information is easy to follow with perhaps some minor flaws. Illustrations used are adequate, and reinforce the message	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 message	Information is poorly organized and difficult to read / understand. Illustrations used are poor, rehashed ideas from other sources; don't really support the message	
Message Strength	The message to the viewers is clear, strong, & persuasive; viewer easily understands the message. Answers all of the required questions	The message is clear. Uses several different persuasive techniques to good effect; answers most of the required questions	The message is somewhat clear, but not very powerful or strong. Answers several of the required questions	The message is unclear or weak, and the viewer struggles to understand the point. Doesn't answer the required questions	
Creativity	Student has taken the assignment and completed it in a way that is totally his/her own, yet this doesn't detract from the information presented.	Student has taken the assignment and has used source material as a starting place. The student's personality comes through in some parts of the presentation.	Student has copied some info straight from the source material. There is little evidence of creativity, but the student has done the assignment.	Student has not made much attempt to meet the requirements of the assignment.	
Conventions	The writer demonstrates a strong grasp of conventions by using punctuation, capitalization, grammar, usage and paragraphing in a way that enhances the message of the paper. There are no spelling or punctuation errors.	The writer demonstrates a good grasp of standard writing conventions: spelling, punctuation, capitalization, grammar, usage, paragraphing. Writer uses conventions effectively to enhance readability. Less than three spelling or punctuation errors present.	Writer shows a reasonable control over a limited range of standard writing conventions. Conventions are sometimes handled well and enhance readability; at other times, errors are distracting and impair readability. Three to six spelling or punctuation errors present.	Errors in spelling, punctuation, capitalization, usage, and grammar and/or paragraphing repeatedly distract the reader and make the text difficult to read. Multiple spelling or punctuation errors present.	