D6, Part III – Working in Game Design: A Case Study
(100 pts; Draft Due **T2D8**; Final **T2D10**)

We have been doing a lot of **talking** about creating our own game, but not a lot of doing. Well, that all changes today, **underlings**! As your boss, we here at **Hasbro, Inc.** demand the utmost from our employees. Sure, we offer some pretty sweet benefits, like free granola bars in the break room, free water cups at the water cooler (even free **water** at the water cooler), but it's time to earn your keep!

Over the next two weeks, you'll be creating a **game** for release this **Black Friday**, the biggest shopping day of the year, in preparation for **Christmas**. What do we intend to do? We will flood the market with our brand new, **card game**, focused on **tweens**. Our researchers have forecast that those who are tweens now are the most likely generation yet to buy games. However, thus far we've been muscled out by these so-called **"mobile games",** but that is all about to change, thanks to you!

Your mission (should you wish to remain employed here), is to create an awesome **prototype** of a potential game that we at Hasbro can proudly (and profitably) sell to the American people. You'll need to have a game that a couple of kids can pick up, play, and gosh-darnit, enjoy and tell all their little friends about! Don't fail me, or we'll ALL be looking for new jobs…

Now, as you are completing your prototype, 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):

o *Component list: What are the game pieces? Board(s)? Cards? Displayed resources?*
o *Setup: What, if anything, must be done before play can begin?*
o *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.*
o *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?*
o *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.*
o *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) to the rest of the **department**, so be ready to **sell us your game** (prepare a short 5-10 minute presentation, answering the questions above). Also, do not forget to **source any pictures, etc. with specific URLs, etc.** (put on the backside, or on a separate paper). Good luck! *(Presenting: Nov. 27th / D10)*

NAME:_____CLASS/PERIOD:_____DATE:_____

Display Board 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 content is backed up with examples, illustrations and a variety of support for ideas. The product correctly answers +6 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 5-4 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.
	Comments:			**Score:** ___ 20
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
	Comments:			**Score:** ___ 20
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
	Comments:			**Score:** ___ 20
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.
	Comments:			**Score:** ___ 20
Presentation & Sources	Info, pictures used, etc., is correctly & fully cited. Presenter(s) fully engaged, excited and follow(s) the time allotted.	Info, pictures 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:

Total Score: ___ 100