



# DGTL12009 *Game Development*

## Term 2 - 2017

Profile information current as at 19/05/2024 10:38 pm

All details in this unit profile for DGTL12009 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

### General Information

#### Overview

This unit builds on the foundation provided by the prerequisite unit to further develop your skills and knowledge in game design and development. You will learn about key elements of the game industry, platforms and genres. Through a combination of theory and practice, you will learn how to develop a game prototype, conduct an effective playtest, evaluate feedback, and revise a game's design. You will also learn how to communicate game designs to others using appropriate documentation.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

#### Pre-requisites or Co-requisites

Prerequisite: MMST12017 Game Design

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

#### Offerings For Term 2 - 2017

- Brisbane
- Bundaberg
- Distance
- Mackay
- Noosa
- Rockhampton

#### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

#### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Practical and Written Assessment**

Weighting: 30%

#### 2. **Practical and Written Assessment**

Weighting: 30%

#### 3. **Practical and Written Assessment**

Weighting: 40%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

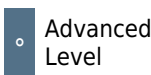
## Unit Learning Outcomes

**On successful completion of this unit, you will be able to:**

1. explain key elements of the game industry, platforms and genres
2. develop a game prototype, applying the theories, methods and process of game design
3. playtest a game prototype, evaluate feedback, and revise a game's design
4. communicate game designs to others using appropriate documentation.

Not applicable

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



## Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Practical and Written Assessment - 30%	●			●
2 - Practical and Written Assessment - 30%		●		●
3 - Practical and Written Assessment - 40%		●	●	●

## Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•
2 - Problem Solving		•	•	•
3 - Critical Thinking	•	•	•	•
4 - Information Literacy	•	•	•	•
5 - Team Work		•	•	•
6 - Information Technology Competence	•	•	•	•
7 - Cross Cultural Competence	•	•	•	•
8 - Ethical practice	•	•	•	•
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

## Alignment of Assessment Tasks to Graduate Attributes

[illegible]

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
<b>3 - Practical and Written Assessment - 40%</b>	•	•	•	•	•	•	•	•		

## Textbooks and Resources

### Textbooks

DGTL12009

#### Prescribed

#### **Game Design Workshop: A Playcentric Approach to Creating Innovative Games**

Edition: Third Edn (2014)

Authors: Tracy Fullerton

CRC Press

Boca Raton , Florida , United States of America

ISBN: 9781482217162

Binding: Hardcover

#### **Additional Textbook Information**

The textbook is a **print on-demand** title, and occasionally there are lags in the printing cycle which may result in delayed orders.

An alternative option is the purchase of a digital eBook version which is immediately available through [Amazon.com](https://www.amazon.com) for use with Kindle.

The [CQ University library](#) holds limited paper copies for student use, but a restricted digital version is also available.

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

#### **You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Adobe Creative Cloud Suite - <http://www.adobe.com/au/creativecloud/buy/students.html>. As a minimum, students will require access to Photoshop, Illustrator and Audition.
- Construct 2 - [www.scirra.com](http://www.scirra.com). CQU have 80x licenses available for student issue, and already installed in CQU Labs (not available for Mac)
- Piskel - <http://www.piskelapp.com>. Available for Windows, Mac and also available Online (Browser-based). Also installed in CQU Labs.
- Squiffy - <http://textadventures.co.uk/squiffy>. Available for Windows, Mac and also available Online (Browser-based)
- Twine - <https://twinery.org>. Available for Windows, Mac and also available Online (Browser-based)
- Unity3D - [www.unity3d.com](http://www.unity3d.com). Require at least v5.5 as a minimum (current stable build is v5.6.1)

## Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Jim Picton** Unit Coordinator

[j.picton@cqu.edu.au](mailto:j.picton@cqu.edu.au)

## Schedule

### Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Review of Game Design Basics	Fullerton, T 2014, <i>Chapter 2: The Structure of Games</i> , CRC Press, 2014. Hunicke, R, LeBlanc, M & Zubek, R 2004, <i>MDA: A Formal Approach to Game Design and Game Research</i> , viewed 28 January 2017, <a href="http://www.cs.northwestern.edu/~hunicke/MDA.pdf">http://www.cs.northwestern.edu/~hunicke/MDA.pdf</a>	

### Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Self-Promotion & Networking	Fullerton, T 2014, <i>Chapter 16: Selling yourself &amp; your ideas to the Game Industry</i> , CRC Press, 2014.	

### Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
The Development Team	Fullerton, T 2014, <i>Chapter 12: Team Structure, in Game Design Workshop</i> , CRC Press, 2014.	

### Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
The Development Lifecycle	Fullerton, T 2014, <i>Chapter 13: Stages and Methods of Development</i> , CRC Press, 2014.	

### Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Gameworld Considerations		<b>Game Pitch Video and Individual Development Blog (Weeks 1-4)</b> Due: Week 5 Friday (11 Aug 2017) 11:45 pm AEST

### Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Play-testing	Fullerton, T 2014, <i>Chapter 9, Playtesting</i> , CRC Press, 2014.	

### Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Fine-Tuning your Game System	Fullerton, T 2014, <i>Chapter 10, Functionality Completeness &amp; Balance</i> , CRC Press, 2014.	<b>Game Design Document (GDD) &amp; Gantt Chart, and Individual Development Blog (Weeks 5-7)</b> Due: Week 7 Friday (1 Sept 2017) 11:45 pm AEST

### Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Fun for Everyone: Creating Inclusive Games	Fullerton, T 2014, <i>Chapter 11, Fun &amp; Accessibility</i> , CRC Press, 2014.	

### Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
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The New Game Industry

Fullerton, T 2014, *Chapter 15: Understanding the New game Industry*, CRC Press, 2014.

#### Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Gamification in Other Contexts		

#### Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
The Future of Games		

#### Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
Review		<b>Published Game, Marketing Strategy &amp; Individual Development Blog (Weeks 8-11)</b> Due: Week 12 Friday (6 Oct 2017) 11:45 pm AEST

#### Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
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#### Exam Week - 16 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
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## Term Specific Information

### Overview

This unit has three distinct, but concurrent, assessment tasks which reflect authentic stages in the game development process.

The tasks are:

- **Pitching your team's idea** to gain support from investors, peer developers & your target audience
- **Documenting your processes** to keep game development on track
- **Delivering a tested game product** to the market & **growing your audience**

Unlike *MMST12017 Game Design* where the focus was on the development of individual skills & knowledge, this unit requires students to work collaboratively in small development teams. Working together, students will harness their strengths to transform an existing MMST12017 digital prototype into a high-quality, complete game which will be deployed to a publicly accessible game portal. Additionally, students will implement a basic marketing strategy and develop a supporting Facebook page to spread 'buzz' about the game.

### Game Development: SWOT Analysis

Turning a prototype game into a game worthy of publishing is a time-intensive and challenging process. Therefore, students will work in teams of two, and focus on the development of a previously-developed MMST12017 digital prototype game. You will use [SWOT Analysis](#) (Strengths Weaknesses, Opportunities and Threats) to determine which of the two games offers the most potential for development and marketing.

### Game Development Platforms: Catering for Diversity

Students entering this unit will have a common understanding of game design theory, but different experiences with 2D game development software. Students who completed MMST12017 in 2015 used ActionScript3; students from 2016 built prototypes using Construct 2, whilst students who undertook studies this year were exposed to Unity. To account for this diverse audience, students will be provided with a couple of game development software options. Game engine choices include:

#### 1. Construct 2 (PC Only)

The Construct 2 game engine was used by MMST12017 students in 2016.

- a. CQU TaSAC (IT Support) hold licenses for the 'full edition' and will issue these to students upon request
- b. Currently installed in CQUniversity computer labs

- c. Pseudocode environment (coding with blocks)
- d. Website: [Construct2](#)

## **2. Construct 3 (Cross-platform - PC/Mac/Online)**

This is an updated version of Construct. If you wish to use this version of Construct you will need to purchase an educational license.

- a. 30 day demo version of this software is available online
- b. Students can purchase a 1 year education license for \$54.09 (CQUniversity do NOT hold licenses for this software)
- c. Pseudocode environment (coding with blocks)
- d. Website: [Construct3](#)

## **3. Unity 5.5+ Personal Edition (PC/Mac)**

Unity was used by MMST12017 Students during 2017.

- a. Free for personal/home use
- b. Currently installed in CQUniversity computer labs
- c. Code-intensive environment, although simplified frameworks such as the [Playground Project](#) can be used
- d. Website: [Unity](#)

## **4. Twine (PC/Mac/Online)**

Twine supports the creating of hypertext 'interactive fiction' games (also referred to as 'game books').

- a. Web-based narrative game engine
- b. Text, branching, HTML, CSS, JavaScript and media support
- c. Website: [Twine](#)

### Supplementary Notes:

- Students will be given some time to explore these engines during the Week 1 tutorial, and will be expected to review and select a game development engine by the end of Week 2.
- As the game development tasks are collaborative (replicating the 'real world' experience) students are expected to have formed a team with another student by the end of Week 2.
- Regardless of your team's software selection, the assessment tasks, considerations and expectations are identical. There is no 'easier' option and all platforms carry the same assessment expectations.
- Tutors may not have specific knowledge of all game development engines: some may have used Construct 2, whilst others have used Unity.
- Twine is provided as an alternative to teams who may wish to try their hand at an interactive-fiction game. Twine simply requires familiarisation with the authoring engine, along with an understanding of basic HTML and CSS. Additional functionality can be developed using JavaScript, if required. As this is a level 2 subject, students already have the foundation HTML/CSS/JS knowledge due to completing the core Web Design unit in their first year of studies.
- The endstate for this course is that the completed team game will be uploaded to an online game publishing portal, for access and feedback by the public.

## Assessment Tasks

### 1 Game Pitch Video and Individual Development Blog (Weeks 1-4)

#### **Assessment Type**

Practical and Written Assessment

#### **Task Description**

### Assignment 1: Game Pitch Video and Development Blog (Weeks 1-4)

#### Synopsis

**This assessment task contains two components:**

- 1. Game Pitch Video (Max 3 minutes)**
- 2. Development Blog (Weeks 1-4)**

#### 1. Game Pitch Video: Team Task

## Overview

**Mode:** Team task

**Objective:** Develop a three-minute video which promotes your team's game to potential partners, investors and team members, whilst generating 'buzz' (excitement) within the marketplace.

**Constraints:** Maximum length of video is 3 minutes. Completed video to be uploaded to a team YouTube or Vimeo channel (which you must create).

## Task

- Develop an elevator pitch of between 2.5-3 minutes (must not exceed 3 minutes)
- Video must include both team members
- Video must include artwork relevant to your game development
- Video is to be a 'general purpose' pitch which presents your game in an engaging, interesting but informative manner (the aim is to build excitement, generate interest & inform)
- The target audience for your video could include investors, publishers, potential development team members and gamers
- Completed video to be uploaded to team YouTube/Vimeo channel
- URL link to be uploaded using the Moodle Assignment 1 submission page

## 2. Development Blog (Weeks 1-4): Individual Task

**Mode:** Individual task

**Objective:** Maintain a weekly Moodle blog covering Weeks 1-4

**Style:** Informal writing (not academic), short video or audio.

**Constraints:**

- Use the supplied **Moodle blog tool**
- Create 1x blog post each week critically reflecting on your involvement in the team game development process
- Blog does NOT need to be written, video or audio responses are acceptable
- There is no minimum word length, but your blog posts should be of sufficient length to cover your topic.

### Weekly Blog Topics:

- Week 1 - free choice
- Week 2 - free choice
- Week 3 - critically reflect on your SWOT Analysis i.e. the process of selecting the game design for your team (i.e. what shaped your thinking; did you agree; how did you negotiate?)
- Week 4 - critically reflect on your role in the development of the game pitch video (i.e. how have you contributed?)

### Free-choice Blog suggestions:

- What have you learned that you didn't know already?
- Relevance of your weekly tasks to game design theory
- Things that have inspired or motivated you (e.g. games, movies, books, tv, ideas)
- Challenges that you have encountered (i.e. which areas have proved the most difficult?)
- Problems that have arisen, and how you overcame them
- Research & development (i.e. what have you done to expand your knowledge of



### game development?)

- **Examples of content that you are producing in support of the game**
- **Team dynamics**
- **Game development progress**

#### **Assessment Due Date**

Week 5 Friday (11 Aug 2017) 11:45 pm AEST

#### **Return Date to Students**

Week 7 Friday (1 Sept 2017)

#### **Weighting**

30%

#### **Assessment Criteria**

The assessment criteria for Assignment 1 are summarised below:

- **Game Pitch Video - Team Task:**

- Team Task
- Deliver a complete Game Pitch video of between 2.5 - 3 minutes duration
- Video must meet the constraints identified in the brief

- **Development Blog (Weeks 1-4) - Individual Task:**

- Individual Task.
- Complete one entry per week during Weeks 1-4 using the individual Game Development Blog on the course Moodle site (located in the 'Assessment' block in the left-hand menu)
- Drawing from the designated topics, students are to individually create 1x blog post each week **critically reflecting** on your involvement in the team game development process
- There is no word limit for the blog posts, but they must sufficiently cover the topic
- Blog posts can be delivered in written, video or audio format
- Refer to the course Moodle site for specific information about the expectations for your journal

- **Allocation of marks:**

- Game Pitch Video - 24 marks
- Development Blog (Weeks 1-4) - 6 marks

- **Supplementary Notes:**

- All media components developed for the finished game **must** be original (with the exception of code / scripts that are in the public domain)
- Any public domain code that you employ **MUST** be referenced correctly
- You must not use someone else's Intellectual Property (IP) within your work e.g. *Star Wars* is George Lucas' idea, not yours. Ergo, all components, or spin-offs from this universe, are also dependent on his IP
- Evidence of successful experimentation and innovation will result in higher marks
- Penalties will be applied for late submission, or failing to comply with assessment requirements
- Please refer to the DGTL12009 Moodle site for more detailed assessment criteria

#### **Referencing Style**

- [Harvard \(author-date\)](#)

## Submission

Online Group

## Submission Instructions

Provide a hyperlink to your team's Video Pitch (which has been uploaded to a team Vimeo/YouTube channel)

## Learning Outcomes Assessed

- explain key elements of the game industry, platforms and genres
- communicate game designs to others using appropriate documentation.

## Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## 2 Game Design Document (GDD) & Gantt Chart, and Individual Development Blog (Weeks 5-7)

### Assessment Type

Practical and Written Assessment

### Task Description

## Assignment 2: Game Design Document (GDD) & Gantt Chart, and Development Blog (Weeks 5-7)

### Synopsis

This assessment task contains two components:

1. Game Design Document & Gantt Chart
2. Development Blog (Weeks 5-7)

### 1. Game Design Document (GDD) & Gantt Chart: Team Task

#### Overview

Mode: Team task

**Objective:** Deliver a complete and accurate Game Design Document (GDD) and supporting Gantt Chart that provides a clear roadmap for your team's game development process.

**Constraints:**

- You must use the supplied GDD template
- You will be provided a link to a Game Development Dashboard, which includes a Gantt Chart. However, you may create your own Gantt Chart should you prefer
- A Gantt Chart **MUST** be provided to support your GDD

#### Task

The Game Design Document (GDD) is a dynamic and evolving 'bible' which is constantly referred to, and shaped by, the game designer's interactions with team members during the life of the project. It's important to recognise that there is no 'one way' to create a GDD. Often, the format chosen by game design teams is a matter of preference, or it could be enforced by company doctrine.

Regardless of structure, the purpose of the document is to effectively communicate the game designer's vision for the game in terms of the mechanics, dynamics and aesthetics of gameplay. The information should be chunked into clearly defined and logical sections, which are easy to understand yet provide sufficient detail to inform the work of the cross-disciplinary team (artists, programmers, team leaders etc.)

"In broad terms, the purpose of documentation is to communicate the vision in sufficient detail to implement it. It removes the awkwardness of programmers, designers and artists coming to the producers and designers and asking what they should be doing. It keeps them from programming or

animating in a box, with no knowledge of how or if their work is applicable or integrates with the work of others. Thus, it reduces wasted efforts and confusion." - Ryan 1999

## Resources

### Resource 1. Google Drive GDD Template (editable)

- Download this GDD Template that I've created and use the template guide in the 'Assessment Resources' area of Moodle to help you populate it
- Upload the document to YOUR OWN Google docs workspace and get accustomed to working in this environment
- You are encouraged to customise the visual aesthetic ('look and feel') of my GDD to suit your own tastes
- Once uploaded, it is editable anywhere, anytime and a link can be provided to your tutor (or me) for feedback as your GDD develops

Link: [Google Drive \(editable GDD\)](#)

### Resource 2. Student Exemplar GDDs

Below you will find a hyperlink to an archive containing four examples of student GDDs from 2015. Although the format, structure and software methodology is different to that for 2017, they are indicative of the standard required to achieve a high grade.

Link: [Student examples](#)

### Resource 3. Gantt Chart Template (editable)

- Download the *DGTL12009 Game Development Dashboard* that I've created and customise the Gantt Chart component to reflect your team's proposed development timeframe
- Gantt Charts are industry standard project management tools which ensure milestones and key deliverables are produced in accordance within a scheduled timeframe
- The Gantt Chart is used in conjunction with your GDD and provides team members and stakeholders visibility over the progress of your project. This allows your team to quickly identify issues and mitigate risks before they derail your project
- You MUST include a link to your completed Game Development Dashboard from within your GDD

Link: [Google Drive \(DGTL12009 Game Development Dashboard\)](#)

## 2. Development Blog (Weeks 5-7): Individual Task

Mode: Individual task

Objective: Maintain a weekly development blog covering Week 5-7

Style: Informal writing (not academic), short video or audio

Constraints:

- Use the supplied [Moodle blog tool](#)
- Create 1x blog post each week critically reflecting on your involvement in the team game development process
- Blog does NOT need to be written, video or audio responses are acceptable
- There is no minimum word length, but your blog posts should be of sufficient length to cover your topic

## Task

Create 1x blog post each week critically reflecting on your involvement in the team game development process.

### Weekly Blog Topics:

- **Week 5 - free choice**
- **Week 6 - free choice**
- **Week 7 - critically reflect on your role in the development of the GDD (i.e. how have you contributed?)**

### Free-choice Blog suggestions

- **Relevance of your weekly tasks to game design theory**
- **Things that have inspired or motivated you (e.g. games, movies, books, tv, ideas)**
- **Challenges that you have encountered (i.e. which areas have proved the most difficult?)**
- **Problems that have arisen, and how you overcame them**
- **Research & development (i.e. what have you done to expand your knowledge of game development?)**
- **Examples of content that you are producing in support of the game**
- **Team dynamics**
- **Game development progress**

### Assessment Due Date

Week 7 Friday (1 Sept 2017) 11:45 pm AEST

### Return Date to Students

Week 9 Friday (15 Sept 2017)

### Weighting

30%

### Assessment Criteria

The assessment criteria for Assignment 2 are summarised below:

- **Game Design Document (GDD) & Gantt Chart - Team Task:**
  - Deliver a complete GDD, based upon the supplied document template
  - Deliver a complete Gantt Chart for your team game (use the supplied Game Development Dashboard, or create your own Gantt Chart)
  - The GDD and Gantt Chart must accurately reflect the technical design and proposed implementation for your team's digital game
  - Both deliverables are required to meet the submission criteria
- **Development Blog (Weeks 5-7) - Individual Task:**
  - Individual Task
  - Complete one entry per week during Weeks 5-7 using the individual Game Development Blog on the course Moodle site (located in the 'Assessment' block in the left-hand menu)
  - Drawing from the designated topics, students are to individually create 1x blog post each week **critically reflecting** on your involvement in the team game development process
  - There is no word limit for the blog posts, but they must sufficiently cover the topic
  - Blog posts can be delivered in written, video or audio format
  - Refer to the course Moodle site for specific information about the expectations for your journal

- **Allocation of marks:**

- Game Design Document (GDD) & Gantt Chart - 25 marks
- Development Blog (Weeks 5-7) - 5 marks

- **Supplementary Notes:**

- All media components developed for the finished game **must** be original (with the exception of code / scripts that are in the public domain)
- Any public domain code that you employ **MUST** be referenced correctly
- You must not use someone else's Intellectual Property (IP) within your work e.g. *Star Wars* is George Lucas' idea, not yours. Ergo, all components, or spin-offs from this universe, are also dependent on his IP
- Evidence of successful experimentation and innovation will result in higher marks
- Penalties will be applied for late submission, or failing to comply with assessment requirements
- Please refer to the DGTL12009 Moodle site for more detailed assessment criteria

## Referencing Style

- [Harvard \(author-date\)](#)

## Submission

Online Group

## Learning Outcomes Assessed

- develop a game prototype, applying the theories, methods and process of game design
- communicate game designs to others using appropriate documentation.

## Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## 3 Published Game, Marketing Strategy & Individual Development Blog (Weeks 8-11)

### Assessment Type

Practical and Written Assessment

### Task Description

## Assignment 3: Published Game, Marketing Strategy and Development Blog (Weeks 8-11)

### Synopsis

This assessment task contains three components:

1. Published game (link to hosted platform and source files)
2. Marketing Strategy & Game Facebook page
3. Development Blog (Weeks 8-11)

### 1. Published Game: Team Task

**Mode:** Team task

**Objective:** Deploy your completed game to a specific online game publishing portal so that your game is publicly

accessible

**Constraints:**

- Stated portals must be used for game deployment
- Game must be open to the public
- Full source-code and project files must be uploaded as a ZIP file through this page

## Game Publishing Portals

Select the appropriate publishing portal for your game engine:

- a. Construct: [Scirra Arcade](#) or [Kongregate](#)
- b. Unity: [Kongregate](#)
- c. Twine: Upload to [Philome.la](#) (free Twine game hosting) and then submit to the [Interactive Fiction Database](#)

## 2. Marketing Strategy (Max 500 words) & Game Facebook Page: Team Task

**Mode:** Team task

**Objective:** Develop a Marketing Strategy (Max 500 words) with a supporting Facebook page for your game

**Constraints:**

- Team Marketing Strategy is to be delivered as a Microsoft Word document labelled *Team\_MarketingStrategy.doc* (insert your team name where it says 'Team')
- Document is to be no more than 500 words
- Link to game Facebook page MUST be included within your team marketing document

### Task

There is no point building the world's best game if nobody knows about it. Now is the time to unleash your marketing strategy! Describe the proposed marketing strategy for your finished game.

Consider the following:

- *Who is your target audience?*
- *How will you target them?*
- *What channels will you use to spread your message?*
- *What evidence have you found to support this approach?*
- *How will you use your game Facebook page?*

## 3. Development Blog (Weeks 8-11): Individual Task

**Mode:** Individual task

**Objective:** Maintain a weekly development blog covering Weeks 8-11

**Style:** Informal writing (not academic), short video or audio

**Constraints:**

- Use the supplied [Moodle blog tool](#)
- Create 1x blog post each week critically reflecting on your involvement in the team game development process
- Blog does NOT need to be written, video or audio responses are acceptable
- There is no minimum word length, but your blog posts should be of sufficient length to cover your topic

### Task

Create 1x blog post each week critically reflecting on your involvement in the team game development process.

Weekly Blog Topics:

- Week 8 - free choice
- Week 9 - free choice
- Week 10 - critically reflect on the deployment of your team game (i.e. alpha/beta testing; how did you apply audience feedback; publishing)
- Week 11 - critically reflect on the implementation of the marketing strategy & the Facebook page (i.e. how have you contributed, and how effective is it?)

### Free-choice Blog suggestions

- Relevance of your weekly tasks to game design theory
- Things that have inspired or motivated you (e.g. games, movies, books, tv, ideas)
- Challenges that you have encountered (i.e. which areas have proved the most difficult?)
- Problems that have arisen, and how you overcame them
- Research & development (i.e. what have you done to expand your knowledge of game development?)
- Examples of content that you are producing in support of the game
- Team dynamics
- Game development progress
- Have you received any public feedback? Has it been supportive, or have comments relating to bugs or potential features/improvements been given?
- Are you going to push development of your game further in the future? If so, how?

### Assessment Due Date

Week 12 Friday (6 Oct 2017) 11:45 pm AEST

### Return Date to Students

Exam Week Friday (20 Oct 2017)

### Weighting

40%

### Assessment Criteria

The assessment criteria for Assignment 3 are summarised below:

#### • **Published Game - Team Task:**

- Team Task
- Completed game must be fully functional, playtested and 'complete' in accordance with the GDD (i.e. as per Assignment 2)
- Completed game must be published and uploaded to the relevant game portal as specified in the assessment brief
- Uploaded game, where possible, must be open to public feedback
- Complete source files for the completed game and a link to the uploaded portal must be provided as part of the submission

#### • **Marketing Strategy (Max 500 words) & Game Facebook Page - Team Task:**

- Team Task
- Marketing Strategy must successfully address the brief criteria
- Game Facebook page must be linked to the live and open to the public

#### • **Development Blog (Weeks 8-11) - Individual Task:**

- Individual Task
- Complete one entry per week during Weeks 8-11 using the individual Game Development Blog on the course Moodle site (located in the 'Assessment' block in the left-hand menu)
- Drawing from the designated topics, students are to individually create 1x blog post each week **critically reflecting** on your involvement in the team game development process
- There is no word limit for the blog posts, but they must sufficiently cover the topic
- Blog posts can be delivered in written, video or audio format
- Refer to the course Moodle site for specific information about the expectations for your journal

- **Allocation of marks:**

- Published Game - 24 marks
- Marketing Strategy & Game Facebook Page - 10 Marks
- Development Blog (Weeks 8-11) - 6 marks

- **Supplementary Notes:**

- All media components developed for the finished game **must** be original (with the exception of code / scripts that are in the public domain)
- Any public domain code that you employ **MUST** be referenced correctly
- You must not use someone else's Intellectual Property (IP) within your work e.g. *Star Wars* is George Lucas' idea, not yours. Ergo, all components, or spin-offs from this universe, are also dependent on his IP
- Evidence of successful experimentation and innovation will result in higher marks
- Penalties will be applied for late submission, or failing to comply with assessment requirements
- Please refer to the DGTL12009 Moodle site for more detailed assessment criteria

### **Referencing Style**

- [Harvard \(author-date\)](#)

### **Submission**

Online Group

### **Learning Outcomes Assessed**

- develop a game prototype, applying the theories, methods and process of game design
- playtest a game prototype, evaluate feedback, and revise a game's design
- communicate game designs to others using appropriate documentation.

### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice



## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem