DGTL12009 *Game Development*
Term 2 - 2018

Profile information current as at 10/05/2024 05:25 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 - 2018

- 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.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from End of term student feedback

Feedback
Students enjoyed the practical, collaborative assessment tasks.

Recommendation
Authentic, collaborative assessment items underpin this unit and are designed to reflect the independent (Indy) game development process.

Feedback from End of term student feedback

Feedback
Students indicated that the unit resources supported the learning and assessment framework.

Recommendation
Game development software and practices are evolving rapidly, therefore educational resources will be maintained and augmented to support the needs of this evolving industry.

Feedback from End of term student feedback

Feedback
One student suggested that they'd like greater exposure to programming concepts and languages, especially C#.

Recommendation
The revised 2017 Bachelor of Digital Media program structure provides students with greater exposure to programming concepts and syntax (specifically JavaScript) through DGTL11006 Coding Fundamentals. Students seeking broader exposure to programming languages (such as C#) may choose to enrol in a programming unit from the Information Technology faculty as a General Elective.

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

| — N/A Level | ◦ Introductory Level | ◦ Intermediate Level | ● Graduate Level | ◦ Professional Level | ◦ Advanced Level |

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%		●		●

Assessment Tasks	Learning Outcomes			
	1	2	3	4
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

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Practical and Written Assessment - 30%	●		●	●		●	●	●		
2 - Practical and Written Assessment - 30%	●	●	●	●	●	●	●	●		
3 - Practical and Written Assessment - 40%	●	●	●	●	●	●	●	●		

Textbooks and Resources

Textbooks

DGTL12009

Prescribed

Game Design Workshop: A Playcentric Approach to Creating Innovative Games, Third Edition
Third Edition (2014)
Authors: Tracy Fullerton
CRC Press
Boca Raton , Florida , United States
ISBN: ISBN 9781482217162
Binding: Paperback

Additional Textbook Information
The textbook is a **print on-demand** title, and occasionally their 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 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.
- Piskel - http://www.piskelapp.com. Available for Windows, Mac and also available Online (Browser-based). Also installed in CQU Labs.
- Unity3D - www.unity3d.com current build (ideally Unity 2018, but at least 2017+)
- Twine - https://twinery.org current build (available for Windows, Mac and also browser-based)

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

Schedule

Week 1 - 09 Jul 2018

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

Week 2 - 16 Jul 2018

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

Week 3 - 23 Jul 2018

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

Week 4 - 30 Jul 2018

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

Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Gameworld Considerations		**Game Pitch Video and Team Development Blog (Weeks 2-4)** Due: Week 5 Friday (10 Aug 2018) 11:45 pm AEST

Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Playtesting	Fullerton, T 2014, *Chapter 9, Playtesting*, CRC Press, 2014.	

Week 7 - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Fine-Tuning your Game System	Fullerton, T 2014, *Chapter 10, Functionality Completeness & Balance*, CRC Press, 2014.	**Game Design Document (GDD) & Gantt Chart, and Team Development Blog (Weeks 5-7)** Due: Week 7 Friday (31 Aug 2018) 11:45 pm AEST

Week 8 - 03 Sep 2018

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

Week 9 - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
The New Game Industry	Fullerton, T 2014, *Chapter 15: Understanding the New game Industry*, CRC Press, 2014.	

Week 10 - 17 Sep 2018

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

Week 11 - 24 Sep 2018

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

Week 12 - 01 Oct 2018		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Review		**Published Game, Marketing Strategy & Team Development Blog (Weeks 8-11)** Due: Week 12 Friday (5 Oct 2018) 11:45 pm AEST

Review/Exam Week - 08 Oct 2018		
Module/Topic	**Chapter**	**Events and Submissions/Topic**

Exam Week - 15 Oct 2018		
Module/Topic	**Chapter**	**Events and Submissions/Topic**

Term Specific Information

Digital Versions of the DGTL12009 Textbooks - via CQUni Subscription to O'Reilly Safari (free to all students & staff)

- *Game Design Workshop 3rd Edition* (Tracy Fullerton) available online - https://www.safaribooksonline.com/library/view/game-design-workshop/9781482217179
- *The Art of Game Design, 2nd Edition* (Jesse Schell) available online - https://www.safaribooksonline.com/library/view/the-art-of/9781466598645/

DGTL12009 Game Development - Teaching Team

- Unit Coordinator - Jim Picton (j.picton@cqu.edu.au)
- Brisbane - Phillip Whiteley (p.c.whiteley@cqu.edu.au)
- Bundaberg - Regina John Luan (r.johnluan@cqu.edu.au)
- Mackay - Stephen Schaper (stephenschaper@gmail.com)
- Noosa - Jim Picton (j.picton@cqu.edu.au)
- Rockhampton - Qing Huang (q.huang@cqu.edu.au)

Assessment Tasks

1 Game Pitch Video and Team Development Blog (Weeks 2-4)

Assessment Type
Practical and Written Assessment

Task Description

Assignment 1: Game Pitch Video and Team Development Blog (Weeks 2-4)

Synopsis
The first assessment task contains two components:
1. Game Pitch Video (Max 3 minutes)
2. Team Development Blog (Weeks 2-4)

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 a team YouTube/Vimeo channel (which you will need to create)**
- **URL link to be uploaded using the Moodle Assignment 1 submission page**

2. Development Blog (Weeks 2-4): Team Task

Mode: Team task
Objective: Maintain a weekly Moodle blog covering Weeks 2-4, and make at least 2x meaningful comments on another team's blog
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**
- **Read and respond to at least 2x blog posts from other teams (before Assignment 1 due date)**
- **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 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 both 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 (10 Aug 2018) 11:45 pm AEST

Return Date to Students

Two weeks after the due date (or submission date in the case of extensions)

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 2-4) - Team Task:**
  - Team Task (both members to contribute)
  - Complete one entry per week during Weeks 2-4 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
  - Read and respond to at least 2x blog posts from other teams (before Assignment 1 due date)
  - 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 2-4) - 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)](#)

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 Team Development Blog (Weeks 5-7)

Assessment Type
Practical and Written Assessment

Task Description

Assignment 2: Game Design Document (GDD) & Gantt Chart, and Team 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 your prefer**
- **A Gantt Chart MUST be provided to support your GDD**

Task
The Game Design Document (GDD) is a dynamic and evolving technical document (often referred to as the '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.)

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"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
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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 the 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): Team Task

Mode: Team task
Objective: Maintain a weekly development blog covering Week 5-7, and make at least 2x meaningful comments on another team's blog
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**
- **Read and respond to at least 2x blog posts from other teams (before Assignment 2 due date)**
- **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 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 both 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 (31 Aug 2018) 11:45 pm AEST

Return Date to Students

Two weeks after the due date (or submission date in the case of extensions)

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) - TeamTask:**
  - TeamTask
  - 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
  - Read and respond to at least 2x blog posts from other teams (before Assignment 2 due date)

- 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 & Team Development Blog (Weeks 8-11)

Assessment Type
Practical and Written Assessment

Task Description

Assignment 3: Published Game, Marketing Strategy and Team 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. Unity: [Kongregate](#)
b. Twine: Upload to [Philome.la](#) (free Twine game hosting) and then submit to the [Interactive Fiction Database](#)
Note: Alternative public publishing platforms may be recommended, or considered, once term is underway (should this occur, the Assignment 3 submission page will be reflected accordingly).

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

Mode: Team task
Objective: Develop a simple 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): Team Task

Mode: Team task
Objective: Maintain a weekly development blog covering Weeks 8-11, and make at least 2x meaningful comments on another team's blog
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
- Read and respond to at least 2x blog posts from other teams (before Assignment 3 due date)
- 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 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 (5 Oct 2018) 11:45 pm AEST

Return Date to Students

Two weeks after the due date (or submission date in the case of extensions)

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) - Team Task:**
  - TeamTask
  - 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
- Read and respond to at least 2x blog posts from other teams (before Assignment 3 due date)
- 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