



# DGTL12009 Game Development

## Term 2 - 2020

Profile information current as at 29/04/2024 08:41 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 - 2020

- Brisbane
- Bundaberg
- Mackay
- Noosa
- Online
- Rockhampton
- Sydney

### 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 Formal unit evaluation

##### Feedback

There was a suggestion that distribution of work sometimes felt uneven and that roles should be formalised (in writing) at the start of term.

##### Recommendation

A Strengths Weakness Opportunities & Threat (SWOT) Analysis is conducted in the early weeks of the term to help students identify potential collaboration partners. This process should help identify students with complementary skillsets & knowledge, but also ensure that term development roles are allocated fairly. Additionally, students are challenged to actively reflect on their in-role performance through the weekly critical reflection blogging tasks to ensure that all members are pulling their weight. That said, I have taken the feedback onboard and will review the existing processes.

## 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	•	•	•	•

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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]

## Textbooks and Resources

### Textbooks

DGTL12009

#### Prescribed

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

4th Edition (2018)

Authors: Tracy Fullerton

CRC Press

Boca Raton , Florida , United States

ISBN: 9781138098770

Binding: Paperback

#### **Additional Textbook Information**

The prescribed textbook, *Game Design Workshop* is currently in its fourth edition.

If you wish to purchase a hard copy of the fourth edition it is available from the [CQUniversity Bookshop](#) (AU\$116) or [Amazon.com](#).

Alternatively, you can access the third edition for free as a digital textbook through the [CQUni library](#), or [O'Reilly Safari Books Online](#) (register with your CQUniversity student ID and password).

**Note:** Regardless of which version you use, I will provide references for both in the courseware.

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

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

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Piskel - <http://www.piskelapp.com>. Available for Windows, Mac and also available Online (Browser-based). Also installed in CQU Labs.
- Twine - <https://twinery.org> current build (available for Windows, Mac and also browser-based)
- Unity Personal Edition v2019.2.17 (available from <https://unity3d.com/get-unity/download/archive>)
- Adobe Creative Cloud Suite (student pricing available from <http://www.adobe.com/au/creativecloud/buy/students.html>)

## 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)

**Stephen Schaper** Unit Coordinator

[s.schaper@cqu.edu.au](mailto:s.schaper@cqu.edu.au)

## Schedule

### Week 1 - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic

Review of game design basics

**Zoom session (mandatory):**

*Welcome & Unit expectations*

**Date:** Tuesday 14th July 2020 @5pm

**Zoom:** Zoom room details TBA on the DGTL12009 website

**Week 2 - 20 Jul 2020**

Module/Topic	Chapter	Events and Submissions/Topic
The development team		<p><b>Zoom session (mandatory):</b> <i>Progress check - Join a team</i> During this session students have the opportunity to informally pitch their existing game design concept from <i>MMST12017 Game Design</i> quickly in order to locate a partner (unless they have done so already). <b>Date:</b> Tuesday 21st July 2020 @5pm <b>Zoom:</b> Zoom room details TBA on the DGTL12009 website</p>

**Week 3 - 27 Jul 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Self-promotion and networking		<p><b>Zoom session (optional):</b> <i>Progress check - finalise student teams</i> This session is mandatory for students who have NOT placed themselves in a team. Student teams MUST be finalised by the end of this session. <b>Date:</b> Tuesday 28th July 2020 @5pm <b>Zoom:</b> Zoom room details TBA on the DGTL12009 website</p>

**Week 4 - 03 Aug 2020**

Module/Topic	Chapter	Events and Submissions/Topic
The development life-cycle		

**Week 5 - 10 Aug 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Gameworld considerations		<p><b>Zoom session (optional):</b> <i>Assignment 1 Pre-submission Questions</i> This session is to provide students to raise final questions about Assignment 1, or provide feedback to students about their drafts. <b>Date:</b> Tuesday 11th August 2020 @5pm <b>Zoom:</b> Zoom room details TBA on the DGTL12009 website</p> <p><b>Game Pitch Video and Team Development Blog (Weeks 2-4)</b> Due: Week 5 Friday (14 Aug 2020) 11:45 pm AEST</p>

**Vacation Week - 17 Aug 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Mid-term break (no classes)		

**Week 6 - 24 Aug 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Playtesting		

**Week 7 - 31 Aug 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Fine-tuning your system		<b>Zoom session (optional):</b> <i>Assignment 2 Pre-submission Questions</i> This session is to provide students to raise final questions about Assignment 2, or provide feedback to students about their drafts. <b>Date:</b> Tuesday 01st September 2020 @5pm <b>Zoom:</b> Zoom room details TBA on the DGT12009 website  <b>Game Design Document (GDD) &amp; Gantt Chart, and Team Development Blog (Weeks 5-7)</b> Due: Week 7 Friday (4 Sept 2020) 11:45 pm AEST
<b>Week 8 - 07 Sep 2020</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Fun, choice and accessibility: Creating inclusive games (fun for everyone!)		
<b>Week 9 - 14 Sep 2020</b>		
Module/Topic	Chapter	Events and Submissions/Topic
The new game industry		
<b>Week 10 - 21 Sep 2020</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Gamification: Games applied in other contexts		
<b>Week 11 - 28 Sep 2020</b>		
Module/Topic	Chapter	Events and Submissions/Topic
The future of games		<b>Zoom session (optional):</b> <i>Assignment 3 Pre-submission Questions</i> This session is to provide students to raise final questions about Assignment 3, or provide feedback to students about their drafts. <b>Date:</b> Tuesday 29th September 2020 @5pm <b>Zoom:</b> Zoom room details TBA on the DGT12009 website
<b>Week 12 - 05 Oct 2020</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Review		
<b>Review/Exam Week - 12 Oct 2020</b>		
Module/Topic	Chapter	Events and Submissions/Topic
		<b>Published Game, Marketing Strategy &amp; Team Development Blog (Weeks 8-11)</b> Due: Review/Exam Week Monday (12 Oct 2020) 11:45 pm AEST
<b>Exam Week - 19 Oct 2020</b>		
Module/Topic	Chapter	Events and Submissions/Topic

## Assessment Tasks

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

#### Assessment Type

Practical and Written Assessment

#### Task Description

The first assessment consists of two tasks:

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

#### Task 1a: *Game Video Pitch*

**Mode:** Team task

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

#### Constraints:

- Maximum length of video is 3 minutes.
- Finished video to be uploaded to a team YouTube / Vimeo channel, or team Facebook page.

#### Notes:

The game video pitch and all subsequent assessment tasks will relate to one of the following:

- further development of an existing Unity prototype game (e.g. a prototype created during *MMST12017 Game Design*);
- development of a brand new Unity game that your team will develop this term, or
- development of a text-based Interactive Fiction (IF) game using the free [Twine game engine](#).

#### Constraints:

- Develop a video pitch for your game of between 2.5-3 minutes (must not exceed 3 minutes)
- Video must include both team members (either voice or face)
- 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)
- Target audience for your video should include a range of potential stakeholder e.g. investors, publishers, potential development team members and gamers
- Completed video to be uploaded to a team YouTube/Vimeo channel (which your team must create before week 5) or a team Facebook page (taking into consideration that you will need to do this for Assignment 3, regardless!)
- URL (hyperlink) to the hosted video must be uploaded using the Moodle Assignment 1 submission page

#### Examples:

- [2018 DGTL12009 student team playlist \(YouTube\)](#)
- Additional student samples from 2019 are available on the DGTL12009 website.

#### Task 1b: *Development Blog (Weeks 2-4)*

**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 (found in the DGTL12009 'Assessment block')
- Create 1x blog post each week critically reflecting on your involvement in the team game development process
- Read and respond meaningfully to at least 2x blog posts from other teams (before Assignment 1 due date)
- The 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 meaningful (i.e. not just 'great work - love what you are doing' etc) and of sufficient length to cover your topic.



### Weekly Blog Topics:

During weeks 2-4 you will briefly address the following, in addition to listing (dot points) what each member of the team has been working on.

- **Week 2** - Free choice, but the recommended topic is *What motivated you to select your team partner?*
- **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. explain how 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

You are not bound by these topics and can use one of your own!

### Assessment Due Date

Week 5 Friday (14 Aug 2020) 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 Video Pitch - Team Task:**
  - Team Task
  - Deliver a complete game video pitch of between 2.5 - 3 minutes duration
  - Video must meet the constraints defined 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 unit Moodle site (located in the 'Assessment' block in the left-hand menu)
  - Drawing from the designated blog topics, student teams are to critically reflect on their ongoing development
  - Read and respond meaningfully to at least 2x blog posts from other teams before the due date. Responses must be meaningful (i.e. not just 'great work - love what you are doing' etc).
  - 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
  - Briefly list (dot points are fine) what each member of the team has been working on.
  - Refer to the unit 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 \(author-date\)](#)

## Submission

Online Group

## Submission Instructions

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

## 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

This assessment consists of two tasks:

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

## Task 2a: *Game Design Document (GDD) & Gantt Chart*

**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 an example Game Development Dashboard, which includes a Gantt Chart. However, you may create your own Gantt Chart if you prefer (a Gantt Chart MUST be included in your GDD)

### Overview:

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 development 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 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 collaboratively with cloud-based documents
- You are encouraged to customise the visual aesthetic ('look and feel') of my GDD template 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

Within the DGTL12009 Moodle site you will find a hyperlink to an archive containing examples of previous student GDDs. Although the format, structure and software methodology is different to that for this year, they are indicative of the standard required to achieve a high grade.

**Link:** [Student examples](#)

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

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 (allows your team to quickly identify issues and mitigate risks before they derail your project).

Download the DGTL12009 *Game Development Dashboard* that I've created, and customise the Gantt Chart component to reflect your team's proposed development timeframe. You are free to develop your own Gantt Chart, if you prefer, but you must include it (or an accessible link to it if it is cloud-based) within your GDD.

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

## Task 2b: *Development Blog (Weeks 5-7)*

**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 (found in the DGTL12009 'Assessment block')
- 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 the due date. Responses must be meaningful (i.e. not just 'great work - love what you are doing' etc).
- The 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:

During weeks 5-7 you will briefly respond to the following topics, in addition to listing (dot points) what each member of the team has been working on.

- 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

*You are not bound by these topics and can use one of your own!*

### **Assessment Due Date**

Week 7 Friday (4 Sept 2020) 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) - Team Task:**
  - Team 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
  - 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
  - Briefly list (dot points are fine) what each member of the team has been working on.
  - 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

This final assessment has three components:

- Published game (link to hosted platform and all project source files)
- Marketing Strategy & Game Facebook page
- Development Blog (Weeks 8-11)

#### Task 3a: *Published Game*

**Mode:** Team task

**Objective:** Deploy your published game (HTML compatible) to an online game publishing portal so that it is publicly accessible for feedback

#### Constraints:

- Game must be published to a HTML-compliant format (e.g. Web GL) for online hosting
- Game must be uploaded to a dedicated game portal that is open to the public for comment (examples provided below, but this is open to discussion during the term)
- 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: Upload to [itch.io](http://itch.io) or Kongregate.com (others may be suitable, but please check with Unit Coordinator)

b) Twine: Upload to [itch.io](http://itch.io) and then submit to the [Interactive Fiction Database](http://InteractiveFictionDatabase.com)

**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).

#### Task 3b: *Marketing Strategy (Max 500 words) & Game Facebook Page*

**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

#### Considerations:

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?

#### Task 3c: *Development Blog (Weeks 8-11)*

**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 (found in the DGTL12009 'Assessment block')
- 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 the due date. Responses must be meaningful (i.e. not just 'great work - love what you are doing' etc).
- The 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:**

During weeks 8-11 you will respond to the following blog topics, in addition to listing (dot points) what each member of the team has been working on.

- 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?

*You are not bound by these topics and can use one of your own!*

### **Assessment Due Date**

Review/Exam Week Monday (12 Oct 2020) 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, play-tested 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 game, and open to public feedback
- **Development Blog (Weeks 8-11) - Team Task:**
  - Team 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

- 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
- Briefly list (dot points are fine) what each member of the team has been working on.
- 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