DGTL13007 *Game Development*
Term 2 - 2022

All details in this unit profile for DGTL13007 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, tools 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 3*
Credit Points: *6*
Student Contribution Band: *8*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Prerequisite: MMST12017 Game DesignAntirequisite: Students who have completed DGTL12009 Game Development may not enrol in this unit.
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 - 2022

- Brisbane
- Bundaberg
- Cairns
- Mackay
- Online
- 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 Assessment**
Weighting: 30%
2. **Practical Assessment**
Weighting: 30%
3. **Practical 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 Unit Evaluation

Feedback

Students would like the option to explore the limited use of 'free' third-party game assets (e.g. Creative Commons) to help reduce the asset development workload.

Recommendation

A list of repositories with free game assets will be compiled, with appropriate comments about referencing added to the assessment tasks.

Unit Learning Outcomes

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

1. Explain key elements of the game industry, platforms, tools 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

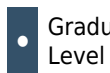# Alignment of Learning Outcomes, Assessment and Graduate Attributes

— 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 Assessment - 30%	•			
2 - Practical Assessment - 30%	•	•		•
3 - Practical Assessment - 40%		•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•
2 - Problem Solving		•	•	•

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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 Assessment - 30%	•		•	•		•				
2 - Practical Assessment - 30%	•	•	•	•	•	•	•	•		
3 - Practical Assessment - 40%	•	•	•	•	•	•	•	•		

Textbooks and Resources

Textbooks
DGTL13007

Prescribed

Game Design Workshop
Fourth Edition (2019)
Authors: Tracy Fullerton
Milton: A K Peters/CRC Press
ISBN: 9781138098770
Binding: Paperback

Additional Textbook Information
The Game Design Workshop textbook is also available as for FREE viewing from the following locations:

- CQUniversity Library - Fourth Edition
- O'Reilly Safari Queue - Third Edition (login to O'Reilly Safari with your CQU Student email account)

View textbooks at the CQUniversity Bookshop

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Twine - https://twinery.org current build (available for Windows, Mac and also browser-based)
- Adobe Creative Cloud Suite (student pricing available from http://www.adobe.com/au/creativecloud/buy/students.html)
- Piskel - http://www.piskelapp.com. Available for Windows, Mac and also available Online (Browser-based).
- Unity Personal Edition v2021 2.16f1 onwards (available from https://unity3d.com/unity/qa/lts-releases)

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 7th Edition (APA 7th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Jim Picton Unit Coordinator
j.picton@cqu.edu.au

Schedule

Week 1 - 11 Jul 2022		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Review of game design basics		**Zoom session (mandatory):** *Welcome & Unit expectations* Refer to 'Virtual Classes' tile on the unit website for Zoom time schedule.

Week 2 - 18 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
The development team		**Zoom session (mandatory):** *Progress check - Join a team* During this session students have the opportunity to quickly & informally pitch their existing game design concept from *MMST12017 Game Design* quickly in order to locate a partner (unless they have done so already). Refer to 'Virtual Classes' tile on the unit website for Zoom time schedule.

Week 3 - 25 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Self-promotion and networking		**Zoom session (optional):** *Progress check - finalise student teams* 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. Refer to 'Virtual Classes' tile on the unit website for Zoom time schedule.

Week 4 - 01 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
The development life-cycle		**Zoom session (optional):** *Drop-in session* Refer to 'Virtual Classes' tile on the unit website for Zoom time schedule.

Week 5 - 08 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Gameworld considerations		**Zoom session (optional):** *Assignment 1 Pre-submission Questions* This session is to provide students to raise final questions about Assignment 1, or provide feedback to students about their drafts. Refer to 'Virtual Classes' tile on the unit website for Zoom time schedule. **Game Pitch Video and Team Development Blog (Weeks 2-4)** Due: Week 5 Friday (12 Aug 2022) 11:45 pm AEST

Vacation Week - 15 Aug 2022

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

Week 6 - 22 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Playtesting		**Zoom session (optional):** *Drop-in session* Refer to 'Virtual Classes' tile on the unit website for Zoom time schedule.

Week 7 - 29 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic

Fine-tuning your system		**Zoom session (optional):** *Assignment 2 pre-submission questions* This session is to provide students to raise final questions about Assignment 2, or provide feedback to students about their drafts. Refer to 'Virtual Classes' tile on the unit website for Zoom time schedule. **Game Design Document (GDD) & Gantt Chart, and Team Development Blog (Weeks 5-7)** Due: Week 7 Friday (2 Sept 2022) 11:45 pm AEST

Week 8 - 05 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Fun, choice and accessibility: Creating inclusive games (fun for everyone!)		**Zoom session (optional):** *Drop-in session* Refer to 'Virtual Classes' tile on the unit website for Zoom time schedule.

Week 9 - 12 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
The new game industry		**Zoom session (optional):** *Drop-in session* Refer to 'Virtual Classes' tile on the unit website for Zoom time schedule.

Week 10 - 19 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Gamification: Games applied in other contexts		**Zoom session (optional):** *Drop-in session* Refer to 'Virtual Classes' tile on the unit website for Zoom time schedule.

Week 11 - 26 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
The future of games		**Zoom session (optional):** *Assignment 3 pre-submission questions* This session is to provide students to raise final questions about Assignment 3, or provide feedback to students about their drafts. Refer to 'Virtual Classes' tile on the unit website for Zoom time schedule.

Week 12 - 03 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
Review Week		**Zoom session (optional):** *Drop-in session* Refer to 'Virtual Classes' tile on the unit website for Zoom time schedule. **Published Game, Marketing Strategy & Team Development Blog (Weeks 8-11)** Due: Week 12 Friday (7 Oct 2022) 11:45 pm AEST

Review/Exam Week - 10 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

During this unit, students will be working in small teams on collaborative assessment tasks that mirror an independent (indie) game team environment and, more broadly, a small digital media production team. By taking this approach, students are able to contribute equally in an area of game design & development that is of interest, and caters to individual strengths and weaknesses.

Assessment Tasks

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

Assessment Type
Practical Assessment

Task Description
The first assessment consists of two tasks:

1. Game Video Pitch (maximum of three minutes), and
2. Team Development Blog (Weeks 2-4)

Task 1A: Game Video Pitch
Working in collaboration as part of a small team, develop a three-minute video pitch to promote your game to potential partners, investors and team members, while generating 'buzz' (excitement) within the marketplace. The game video pitch and all subsequent assessment tasks will relate to one of the following:

- further development of an existing MMST12017 Game Design Unity 2D prototype game;
- development of a brand new Unity game that your team will develop this term, or
- development of a text-based Interactive Fiction (IF) 'Choose your own Adventure' style game using the free Twine game engine.

Constraints:

- Maximum length of video is three (3) minutes
- Video must include all team members (either voice or face)
- Video must include artwork relevant to your proposed game development
- Video will 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 stakeholders e.g. investors, publishers, potential development team members and gamers
- Completed video to be uploaded to a team YouTube/Vimeo channel or a team Facebook page (although you will build a Facebook page for your game for Assignment 3, you can get this underway whilst developing your response to Assignment 1 if you choose)
- You must provide a URL (hyperlink) to your pitch video through the Assignment 1 submission page

Examples:

- [Previous game development student team playlist (YouTube)](#)
- Additional student samples will be made available via the DGTL13007 website

Task 1B: Game Development Blog (Week 2-4)
Working in collaboration as part of a small team maintain a weekly Moodle blog covering weeks 2-4, and make at least 2x meaningful comments on another team's blog.
Constraints:

- Use the supplied Moodle Blog Tool (found in the DGTL13007 '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 topics, in addition to listing (dot points) what each member of the team has been working on:

- Week 2 - critically reflect on your motivations for selecting your chosen partner, and how this will influence the specific roles you play during development? (e.g. perhaps your partner is a good artist and counter-balances your technical strengths with Unity?)
- Week 3 - critically reflect on your SWOT Analysis i.e. the process of selecting the game design for your team to focus on (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?)

NOTE: The blog does NOT have to be completed by all team members. Instead, create a single post for your team which contains input to address the designated topic. ENSURE your posts are tagged with your TEAM NAME (once this has been established) so they are easy to identify.

Assessment Due Date
Week 5 Friday (12 Aug 2022) 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:
Working in collaboration as part of a small team, develop and deliver a complete game video pitch of no more than three minutes duration, while meeting specified constraints.

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

- Team Task (both members to contribute to a SINGLE / SHARED post, tagged with your TEAM NAME)
- 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)
- Drawing from the designated blog topics, student teams are to critically reflect on their ongoing development and any issues (e.g. problems) that require addressing
- Blog posts can be delivered in written, video or audio format
- 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 size limit for the blog posts, but they must sufficiently cover the topic and what team members have been working on
- If responding in writing, please respond using dot points and brief descriptions (this is not an essay)
- 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 art and sound assets developed for the finished game must be original and developed by your team
- Code-based components or frameworks from the Unity Asset Store, Public Domain or Creative Commons may be used so long as they form a PORTION of the overall solution AND are referenced appropriately (if you are unsure CHECK with Jim first!)
- 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 DGTL13007 website for more detailed assessment criteria

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Referencing Style

- [American Psychological Association 7th Edition (APA 7th edition)](#)

Submission
Online Group

Submission Instructions
You MUST 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, tools and genres

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Information Technology Competence

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

Assessment Type
Practical Assessment

Task Description
This assessment consists of two tasks:

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

Task 2A: Game Design Document (GDD) & Gantt Chart
Working in collaboration as part of a small team, develop and 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.
Overview:
The 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:
1. Resource 1 - Google Drive GDD Template (editable)

- Download the GDD Template that I've created (link below) 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)](#)

2. Resource 2 - Student Exemplar GDDs

- Within the DGTL13007 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](#)

3. Resource 3 - Came Design Dashboard with Gantt Chart - Template (editable)

- Gantt Charts are industry-standard project management tools that ensure milestones and key deliverables are produced in accordance within a scheduled time-frame.
- 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 DGTL13007 Game Development Dashboard that I've created, and customise the Gantt Chart component to reflect your team's proposed development time-frame.
- 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 (MMST13007 Game Development Dashboard)](#)

Task 2B: Development Blog (Weeks 5-7)
Working in collaboration as part of a small team, maintain a weekly development blog covering Week 5-7, and make at least 2x meaningful comments on another team's blog.
Constraints:

- Use the supplied Moodle Blog Tool (found in the DGTL13007 '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 shared the workload?)

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 (2 Sept 2022) 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:

- Working in collaboration as part of a small team
- 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
- All deliverables must meet the submission criteria

Development Blog (Weeks 5-7) - Team Task:

- Working in collaboration as part of a small team
- 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)
- 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 art and sound assets developed for the finished game must be original and developed by your team
- Code-based components or frameworks from the Unity Asset Store, Public Domain or Creative Commons may be used so long as they form a PORTION of the overall solution AND are referenced appropriately (if you are unsure CHECK with Jim first!)
- 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 DGTL13007 website for more detailed assessment criteria

Referencing Style

- [American Psychological Association 7th Edition (APA 7th edition)](#)

Submission
Online Group

Learning Outcomes Assessed

- Explain key elements of the game industry, platforms, tools and genres
- 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 Assessment

Task Description
This final assessment has three components:

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

Task 3A: Published Game
Working in collaboration as part of a small team, deploy your published game (WebGL format - HTML compatible) to an online game publishing portal so that it is accessible for public feedback, and create simple marketing assets to help your team reach your target audience.
Constraints:

- Game must be published to a WebGL / HTML-compliant format 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 all project files must be uploaded as a ZIP file through the assignment submission page (or via a link to Google Drive / Dropbox)
- Game publishing platforms: Select the appropriate publishing portal for your game engine:
    - a) Unity-based games: Upload to Itch.io
    - b) Twine-based games: Upload to Itch.io 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).

Task 3B: Marketing Strategy (Max 500 words) & Game Facebook Page
Working in collaboration as part of a small team, design and develop a simple marketing strategy document (max 1000 words) and a supporting Facebook page to help market 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 1000 words
- Link to your game/team's 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 by considering 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/team Facebook page?

Task 3C: Development Blog (Weeks 8-11)
Working in collaboration as part of a small team, maintain a weekly development blog covering Weeks 8-11, and make at least 2x meaningful comments on another team's blog
Constraints:

- Use the supplied Moodle Blog tool (found in the DGTL13007 '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 the 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
Week 12 Friday (7 Oct 2022) 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/team Facebook page must be linked to the live game (i.e. published Itch.io or Interactive Fiction Database webpage) and be open to public feedback

Development Blog (Weeks 8-11) - Team Task:

- Working in collaboration as part of a small team
- 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 website 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 art and sound assets developed for the finished game must be original and developed by your team
- Code-based components or frameworks from the Unity Asset Store, Public Domain or Creative Commons may be used so long as they form a PORTION of the overall solution AND are referenced appropriately (if you are unsure CHECK with Jim first!)
- 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 DGTL13007 website for more detailed assessment criteria

Referencing Style

- [American Psychological Association 7th Edition (APA 7th edition)](#)

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