



# DGTL13007 Game Development

## Term 2 - 2023

Profile information current as at 25/04/2024 05:28 pm

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 Design  
Antirequisite: 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 - 2023

- 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 End of term feedback

##### Feedback

Students suggested that they would like to learn more about the local gaming 'scene' and communities of practice.

##### Recommendation

Contextualised information about game design & development communities and opportunities surrounding regional CQUniversity hubs will be collated for future iterations of this unit.

#### Feedback from Weekly Zoom session and end of term feedback

##### Feedback

Students are interested to explore how games can function as art or creative works.

##### Recommendation

Although the existing courseware discusses the applicability of gaming (and gamification) to other contexts, greater focus will be placed on how games can function as non-traditional creative artefacts.

## 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



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
<b>1 - Practical Assessment - 30%</b>	•			
<b>2 - Practical Assessment - 30%</b>	•	•		•
<b>3 - Practical Assessment - 40%</b>		•	•	•

### Alignment of Graduate Attributes to Learning Outcomes



## Textbooks and Resources

### Textbooks

DGTL13007

#### Prescribed

##### **Game Design Workshop**

Fourth Edition (2019)

Authors: Tracy Fullerton

Milton: A K Peters/CRC Press

Boca Raton , Florida , United States

ISBN: 9781138098770

Binding: Paperback

DGTL13007

#### Supplementary

##### **The Art of Game Design: A Book of Lenses**

Third Edition (2020)

Authors: Jesse Schell

CRC Press

Boca Raton , Florida , United States

ISBN: 9781138632059

Binding: Paperback

#### Additional Textbook Information

The textbooks are available for free via O'Reilly Safari Queue using your CQU student login:

- Prescribed - <https://learning.oreilly.com/library/view/game-design-workshop/9781482217179/>
- Supplementary - <https://learning.oreilly.com/library/view/the-art-of/9781351803632/>

[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 (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 v2022.3.0f1 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](mailto:j.picton@cqu.edu.au)

## Schedule

**Week 1 - 10 Jul 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Review of game design basics   Assessment overview   Initial team formation & SWOT Analysis		<p><b>Zoom session (mandatory):</b> <i>Welcome &amp; Unit expectations, Join a team &amp; SWOT Analysis</i> During this session students will quickly &amp; informally pitch their existing game design concept from <i>MMST12017 Game Design</i> and identify potential partners to form a team of three (3) for game development activities during weeks 2-5. Additionally, teams will commence SWOT Analysis to determine which of the team's individual games has the best chance of being transformed into an advanced prototype during weeks 2-5. Refer to 'Virtual Classes' tile on the unit website for Zoom time schedule.</p>

**Week 2 - 17 Jul 2023**

Module/Topic	Chapter	Events and Submissions/Topic
The development team		<p><b>Zoom session (mandatory):</b> <i>Progress check - finalise student teams</i> This session is mandatory for students who have <b>NOT</b> placed themselves in a team. Student teams <b>MUST</b> be finalised by the end of this session. Refer to 'Virtual Classes' tile on the unit website for Zoom time schedule.</p>

**Week 3 - 24 Jul 2023**

Module/Topic	Chapter	Events and Submissions/Topic
The Game Development Life Cycle (GDLC)		<p><b>Zoom session (optional):</b> <i>Drop-in session</i> Refer to 'Virtual Classes' tile on the unit website for Zoom time schedule.</p>

**Week 4 - 31 Jul 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Gameworld considerations		<p><b>Zoom session (optional):</b> <i>Drop-in session</i> Refer to 'Virtual Classes' tile on the unit website for Zoom time schedule.</p>

**Week 5 - 07 Aug 2023**

Module/Topic	Chapter	Events and Submissions/Topic

Marketing & self-promotion | Crunch Week (prototype game pitching session)

### **Zoom session (mandatory)**

During this session student teams will pitch their prototype games for consideration for future development after the Mid-term break. Half of the prototypes will be culled, with students reforming as groups of six (6) after the mid-term break.

Refer to 'Virtual Classes' tile on the unit website for Zoom time schedule.

**Preliminary Game Design Document (GDD) & Gantt Chart | Informal game pitch | Team development blog (Weeks 2-4) | Self & Peer Assessment** Due: Week 5 Monday (7 Aug 2023) 11:45 pm AEST

### **Vacation Week - 14 Aug 2023**

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

### **Week 6 - 21 Aug 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Playtesting   Forming new teams		<b>Zoom session (optional):</b> During this session, students will form a team of six (6) and begin work on one of the game prototypes that survived 'Crunch Week'. Refer to 'Virtual Classes' tile on the unit website for Zoom time schedule.

### **Week 7 - 28 Aug 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Finetuning your system		<b>Zoom session (optional): Drop-in session</b> Refer to 'Virtual Classes' tile on the unit website for Zoom time schedule.

### **Week 8 - 04 Sep 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Fun, choice and accessibility: Creating inclusive games (fun for everyone!)		<b>Zoom session (optional): Drop-in session</b> Refer to 'Virtual Classes' tile on the unit website for Zoom time schedule.  <b>Revised Game Design Document (GDD)   Gantt Chart   Team Development Blog (Weeks 6-8)   Self &amp; Peer Assessment</b> Due: Week 8 Monday (4 Sept 2023) 11:45 pm AEST

### **Week 9 - 11 Sep 2023**

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

### **Week 10 - 18 Sep 2023**

Module/Topic	Chapter	Events and Submissions/Topic
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The future of games

**Zoom session (optional):** *Drop-in session*

Refer to 'Virtual Classes' tile on the unit website for Zoom time schedule.

### Week 11 - 25 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Games as art   Playtesting session		<b>Zoom session (optional):</b> <i>Playtesting &amp; Feedback session</i> Student teams will present their games to their peers for playtesting and feedback in a bid to identify any critical issues. Refer to 'Virtual Classes' tile on the unit website for Zoom time schedule.

### Week 12 - 02 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
Game presentation		<b>Zoom session (mandatory):</b> Student teams will present their final games to their peers for final playtesting and celebrate their achievements! Refer to 'Virtual Classes' tile on the unit website for Zoom time schedule.  <b>Published Game &amp; Documentation (finalised GDD)   Marketing Strategy (1000 words) &amp; Social Media Page   Team Development Blog (Weeks 9-12)   Self &amp; Peer Assessment</b> Due: Week 12 Monday (2 Oct 2023) 11:45 pm AEST

### Review/Exam Week - 09 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
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### Exam Week - 16 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Preliminary Game Design Document (GDD) & Gantt Chart | Informal game pitch | Team development blog (Weeks 2-4) | Self & Peer Assessment

#### Assessment Type

Practical Assessment

#### Task Description

Working in a team of three students, you will analyse the strengths, weaknesses, opportunities, and threats (SWOT) of your three individual prototype games from MMST12017 Game Design. After the SWOT analysis, you will choose one prototype to further develop in the first half of Term 2. Working collaboratively, and in your assigned role(s) you will help your team complete, playtest and deploy an extended and refined version of the selected game prototype game to Itch.io. Finally, you will pitch the your prototype game to your classmates during 'Crunch Week' in the week 5 Zoom session, with the goal of having it selected for further development after the mid-term break.

The first assignment consists of four assessment tasks which are worth 30% of the overall grade for DGTL13007:

1. Task 1A - Draft Game Design Document (GDD) & supporting Gantt Chart - 12 marks

2. Task 1B - Informal game prototype pitch (to be delivered in Week 5 Zoom session) - 8 marks
3. Task 1C - Team development blog (Weeks 2-4) - 5 marks
4. Task 1D - Self & Peer Assessment - 5 marks

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

Your team will create and submit a preliminary (draft) GDD and accompanying Gantt Chart. This will lay the foundation for your team's game development during weeks 1-5 of Term 2.

### What is a GDD?

The GDD is a crucial document for game designers, often called the 'bible' of the project. It is continuously referred to and shaped by the designer's interactions with the development team throughout the project's lifespan. As part of the Game Development Life Cycle (GDLC), the GDD is a living document that undergoes regular updates.

Creating a GDD doesn't follow a single prescribed method. Game design teams can choose a format based on preference or company guidelines. Regardless of the structure, the purpose remains the same - to effectively communicate the game designer's vision for the game, including its mechanics, dynamics, and aesthetics. The information in the GDD should be organised into clear sections that are easy to understand yet provide enough detail for the entire team, including artists, programmers, and team leaders, to collaborate effectively.

*"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' area of the unit website (Moodle) to help you populate it.
- Upload the document to your personal [Google Docs](#) workspace. This will allow you to collaborate on the document with others in a cloud-based environment.
- Feel free to customise the visual appearance of the GDD template according to your preferences. You are encouraged to make it look and feel the way you want. Once you have uploaded the document, you can edit it at any time and from anywhere. You can share the link with your tutor or me to receive feedback on your GDD as it progresses.
- Link: [Editable GDD template \(Google Drive\)](#)

#### 2. Resource 2 - Student Exemplar GDDs

- Within the 'Assessment' section of the unit website you will find examples of student GDDs.
- The exemplar GDDs from previous years may have a different format, structure, and methodology compared to this year's requirements. However, they serve as an indication of the level of quality needed to achieve a high grade.
- Link: [Student exemplar GDDs \(unit website\)](#)

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

- Gantt Charts are project management tools used to ensure timely completion of milestones and key deliverables. By using a Gantt Chart in conjunction with your GDD, you can provide visibility to team members and stakeholders on the project's progress, allowing them to identify and address issues and risks promptly.
- Please download the DGTL13007 Game Development Dashboard (link below, and on the unit website), which includes a customizable Gantt Chart. You can adjust the Gantt Chart to match your team's proposed development timeline.
- Alternatively, you can create your own Gantt Chart, but it must be included in your GDD or accessible through a link if it's cloud-based.
- Link: [MMST13007 Game Development Dashboard Tool \(Google Drive\)](#)

## Task 1B: Informal Game Prototype Pitch (to be delivered in Week 5 Zoom session)

In the Week 5 Zoom session, student teams will present their digital game prototypes to their peers. These prototypes will undergo evaluation through voting by students and staff. The purpose of this evaluation, referred to as 'Crunch Week', is to narrow down the number of prototype games under development. Students whose prototypes are not selected will be reassigned to larger teams starting from Week 6. In these teams, they will be given specific roles and responsibilities. The objective is to have around 6 students in each team, collaborating to develop a more advanced and high-quality prototype for Assignment 3.

Consider the following points when preparing your game pitch:

1. The main goal of the pitch is to convince your classmates and staff that your game prototype is suitable for further development.
2. The secondary goal is to attract new team members from your class for your game prototype. Clearly explain the skills you are looking for and the roles you need to fill.
3. The pitch should accurately represent your game at its current stage. Keep it concise and effectively highlight the opportunities, strengths, and weaknesses of the game prototype and your team.
4. Make your game pitch engaging, interesting, and informative, while maintaining an informal tone suitable for presenting to your peers, rather than a business audience.
5. Show an understanding of your game's target audience in your pitch.
6. Demonstrate your game prototype in action, even if it's not fully complete. Supporting resources like concept art, game world, or character designs can be used to enhance the pitch.
7. It's important to be realistic in the content and avoid any exaggerations regarding functionality or progress.
8. Be prepared to answer questions from your tutor and classmates after your pitch.

### Considerations:

Please keep in mind the following when planning your pitch:

- The pitch will be presented during the week 5 Zoom session.
- Ensure that all team members contribute to the pitch. It is preferable if each team member presents a portion of the pitch.
- Depending on your team members availability, the pitch may be presented live in the Zoom session or using a combination of live and pre-recorded elements.
- The pitch should not exceed 5 minutes.
- The pitch will demonstrate the functionality of your game.
- Ensure you consider the target audience (classmates) who may potentially join your team in development roles starting from week 6.
- Remember that the overall goal is to secure a positive vote to continue the development of your game prototype with a larger team from week 6 onwards.

### Examples:

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

## Task 1C: Game Development Blog (Week 2-4)

As part of the assessment, your team will maintain a weekly Moodle blog during weeks 2-4, addressing predefined topics. Additionally, you are required to provide a minimum of two meaningful comments on blog posts belonging to other teams.

## 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 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 3 - *Critically reflect on your approach for providing shared (and reliable) access to the team's game project files, and ensuring regular backups are made i.e. are you using Github, Cloud-based storage (Google Drive), or some other technique?*
- Week 4 - *Critically reflect on your role in the development of the game prototype (i.e. explain how each member contributed)*

## Considerations:

- Only one blog post is required per team, per topic, so not all team members have to contribute individually. Instead, create a single post as a team to address the designated topic.
- Use the Moodle Blog Tool provided in the DGTL13007 'Assessment block'.
- Create one weekly blog post reflecting on your involvement in the team game development process.
- Read and provide meaningful responses to at least two blog posts from other teams.
- Blog posts can be in written, video, or audio format.
- No minimum word length, but posts should be substantial and meaningful.
- Ensure you tag your post with your team name.
- Submit blog posts weekly for full marks.
- Blog posts submitted after the designated due date will not be scored.

## Task 1D: Self & Peer Assessment

To evaluate the team's performance and assess individual members, all students will complete a self and peer assessment form using a supplied template. This unit aims to foster important employment attributes such as collaborative and cohesive work, as well as taking responsibility for individual roles and deadlines. Teamwork is not without challenges, but it is authentic and mirrors the demands of the modern digital workforce.

### Assessment Due Date

Week 5 Monday (7 Aug 2023) 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 tasks revolve around a **team of three (3) students** extending and enhancing a previously developed digital prototype game from MMST12017 Game Design. These tasks should be completed together with your team, with equal contributions from all members.
- You are allowed to use Third Party components or frameworks from the Unity Asset Store, Public Domain, or Creative Commons as long as they only form a portion of the overall solution and are properly referenced. If you're unsure, it's best to check with Jim.
- Artificial Intelligence (AI) engines like ChatGPT can be utilised in your workflow, but they should be treated as an additional (virtual) team member. If you incorporate AI, make sure to explain its usage in your submission.
- Avoid using someone else's Intellectual Property (IP) in your work, such as ideas from Star Wars belonging to George Lucas. Components or spin-offs from such universes depend on his IP.
- Higher marks will be awarded for demonstrating successful experimentation and innovation.
- Late submissions or failure to comply with assessment requirements may result in penalties.
- For more detailed assessment criteria, please refer to the DGTL13007 website.

## Referencing Style

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

## Submission

Online Group

## Submission Instructions

Upload all assessment material using the unit website (Moodle)

## 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 Revised Game Design Document (GDD) | Gantt Chart | Team Development Blog (Weeks 6-8) | Self & Peer Assessment

### Assessment Type

Practical Assessment

### Task Description

Working in collaboration as part of a larger team (5/6 students), you will contribute to the following three (3) assessment tasks which are worth 30% of the overall grade for DGTL13007:

1. Task 2A - Revised Game Design Document (GDD) & Gantt Chart - 20 marks
2. Task 2B - Development Blog (Weeks 6-8) - 5 marks
3. Task 2C - Self & Peer Assessment - 5 marks

## Task 2A: Revised Game Design Document (GDD) & Gantt Chart

Your team will develop and deliver a complete and accurate Game Design Document (GDD) and supporting Gantt Chart that provides a clear roadmap for your proposed game development process during weeks 6-12 of Term 2. You do NOT need to create a new GDD, rather you will update and extend the initial GDD that was developed to support the chosen game prototype for Assignment 1. Allocate sections of the GDD against the roles and responsibilities of the student team members. For the remainder of the term, the GDD must be regularly maintained and map out team development (this will be reviewed in Assignment 3). Update the Gantt Chart to ACCURATELY reflect team progress with respect to milestones and deliverables.

## Task 2B: Game Development Blog (Week 6-8)

As part of the assessment, your team will maintain a weekly Moodle blog during weeks 6-8, addressing predefined topics. Additionally, you are required to provide a minimum of two meaningful comments on blog posts belonging to other teams.

### Weekly Blog Topics:

During weeks 6-8 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 6 - *Define the roles and responsibilities of team members in the new group*
- Week 7 - *Has any conflict arisen within your team? If so, how did you deal with this? If not, reflect on how your team would deal with conflict.*
- Week 8 - *Define the expected deliverables from team members, and comment on whether these are running to schedule, or are falling behind.*

## Considerations:

- Only one blog post is required per team, per topic, so not all team members have to contribute individually. Instead, create a single post as a team to address the designated topic.
- Use the Moodle Blog Tool provided in the DGTL13007 'Assessment block'.
- Create one weekly blog post reflecting on your involvement in the team game development process.
- Read and provide meaningful responses to at least two blog posts from other teams.
- Blog posts can be in written, video, or audio format.
- No minimum word length, but posts should be substantial and meaningful.
- Ensure you tag your post with your team name.
- Submit blog posts weekly for full marks.
- Blog posts submitted after the designated due date will not be scored.

## Task 2C: Self & Peer Assessment

To evaluate the team's performance and assess individual members, all students will complete a self and peer assessment form using a supplied template. This unit aims to foster important employment attributes such as collaborative and cohesive work, as well as taking responsibility for individual roles and deadlines. Teamwork is not without challenges, but it is authentic and mirrors the demands of the modern digital workforce.

### Assessment Due Date

Week 8 Monday (4 Sept 2023) 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 tasks revolve around a **team of 5/6 students** extending and enhancing a previously developed digital prototype game from MMST12017 Game Design. These tasks should be completed together with your team, with equal contributions from all members.
- You are allowed to use Third Party components or frameworks from the Unity Asset Store, Public Domain, or Creative Commons as long as they only form a portion of the overall solution and are properly referenced. Bare in mind that you are working as part of a large team, so there is an expectation that as many of the required resources as possible will be created by team members. If you're unsure, it's best to check with Jim.
- Artificial Intelligence (AI) engines like ChatGPT can be utilised in your workflow, but they should be treated as an additional (virtual) team member. If you incorporate AI, make sure to explain its usage in your submission.
- Avoid using someone else's Intellectual Property (IP) in your work, such as ideas from Star Wars belonging to George Lucas. Components or spin-offs from such universes depend on his IP.
- Higher marks will be awarded for demonstrating successful experimentation and innovation.
- Late submissions or failure to comply with assessment requirements may result in penalties.
- For more detailed assessment criteria, please refer to the DGTL13007 website.

### 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 & Documentation (finalised GDD) | Marketing Strategy (1000 words) & Social Media Page | Team Development Blog (Weeks 9-12) | Self & Peer Assessment

### Assessment Type

Practical Assessment

### Task Description

Working in collaboration as part of a larger team (5/6 students) you will contribute to the final four (4) assessment tasks which are worth 40% of the overall grade for DGTL13007:

1. Published Game & GDD (finalised) - 19 marks
2. Marketing Strategy & Social Media Page - 10 marks
3. Development Blog (Weeks 9-12) - 6 marks
4. Self & Peer Assessment - 5 marks

## Task 3A: Published Game & GDD (finalised)

Working collaboratively, and in your assigned role(s), you will collaboratively help your team complete, playtest and deploy your published game to the Itch.io online game publishing portal so that it is accessible for public feedback. Additionally, you will supply the final version of your GDD which should reflect the final stage of development.

- Completed game must be fully functional, play-tested and delivered as a well-polished advanced prototype that demonstrates the input of all team members.
- Game must be published to a WebGL / HTML-compliant format for online hosting.
- Game must be uploaded to Itch.io and must be open to the public for comment.
- Full source-code and project files must be uploaded as a ZIP file through the assignment submission page (or via a link to Google Drive / Dropbox) and made available through your team's online project sharing / collaboration tool.

## Task 3B: Marketing Strategy (Max 1000 words) & Social Media Page

Don't let your amazing game go unnoticed! It's time to unleash your marketing strategy. Team members will be assigned to create a marketing strategy document (maximum 1000 words) along with a dedicated social media page(s) to promote your game's development.

Describe your team's proposed strategy by addressing the following points:

- Who is your target audience, and how will you target them?
- Does your game have a niche?
- Who are your competitors? Why?
- What channels will you use to spread your message? Why?
- What evidence have you found to support this approach?
- How will you use your game/team social media page(s)? Why?

### Constraints:

- Team Marketing Strategy is to be delivered as a professionally presented Microsoft Word

- document labelled *Team\_MarketingStrategy.doc* (insert your team name where it says 'Team').
- Document is to be no more than 1000 words.
  - The marketing strategy will demonstrate research and be supported by evidence. This is not an opinion piece, so ensure that include some quality references to support your decisions.
  - References are to follow guidelines provided in the [APA 7th Edition Referencing Guide](#).
  - Link to your game/team's social media page(s) MUST be included within your team marketing document.
  - The team social media page(s) will demonstrate active, regular and carefully considered content designed to promote audience engagement.
  - The team social media page(s) MUST be open to public feedback. You are encouraged to engage with your audience for the purpose of collecting playtesting feedback.
  - Once the game has been successfully published to Itch.io for playtesting, and final delivery, the social media page(s) must be hyperlinked to the live game on Itch.io.

## Task 3C: Game Development Blog (Week 9-12)

As part of the assessment, your team will maintain a weekly Moodle blog during weeks 9-12, addressing predefined topics. Additionally, you are required to provide a minimum of two meaningful comments on blog posts belonging to other teams.

### Constraints:

- Only one blog post is required per team, per topic, so not all team members have to contribute individually. Instead, create a single post as a team to address the designated topic.
- Use the Moodle Blog Tool provided in the DGTL13007 'Assessment block'.
- Create one weekly blog post reflecting on your involvement in the team game development process.
- Read and provide meaningful responses to at least two blog posts from other teams.
- Blog posts can be in written, video, or audio format.
- No minimum word length, but posts should be substantial and meaningful.
- Ensure you tag your post with your team name.
- Submit blog posts weekly for full marks.
- Blog posts submitted after the designated due date will not be scored.

### Weekly Blog Topics:

During weeks 9-12 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 9 - *Free choice*
- Week 10 - *If you were to adapt your prototype game for mobile devices, what changes would need to be made?*
- Week 11 - *Critically reflect on the deployment of your team game (i.e. alpha/beta testing; how did you apply audience feedback; publishing)*
- Week 12 - *Critically reflect on challenges or problems that have arisen, and how your team overcame them*

### 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?)*
- *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!

## Task 3D: Self & Peer Assessment

To evaluate the team's performance and assess individual members, all students will complete a self and peer assessment form using a supplied template. This unit aims to foster important employment attributes such as collaborative and cohesive work, as well as taking responsibility for individual roles and deadlines. Teamwork is not without challenges, but it is authentic and mirrors the demands of the modern digital workforce.

### Assessment Due Date

Week 12 Monday (2 Oct 2023) 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 tasks revolve around a **team of 5/6 students** extending and enhancing a previously developed digital prototype game from MMST12017 Game Design. These tasks should be completed together with your team, with equal contributions from all members.
- You are allowed to use Third Party components or frameworks from the Unity Asset Store, Public Domain, or Creative Commons as long as they only form a portion of the overall solution and are properly referenced. Bare in mind that you are working as part of a large team, so there is an expectation that as many of the required resources as possible will be created by team members. If you're unsure, it's best to check with Jim.
- Artificial Intelligence (AI) engines like ChatGPT can be utilised in your workflow, but they should be treated as an additional (virtual) team member. If you incorporate AI, make sure to explain its usage in your submission.
- Avoid using someone else's Intellectual Property (IP) in your work, such as ideas from Star Wars belonging to George Lucas. Components or spin-offs from such universes depend on his IP.
- Higher marks will be awarded for demonstrating successful experimentation and innovation.
- Late submissions or failure to comply with assessment requirements may result in penalties.
- For more detailed assessment criteria, please refer to the DGTL13007 website.

### 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