



MMST12017 Game Design

Term 1 - 2022

Profile information current as at 14/12/2025 06:35 am

All details in this unit profile for MMST12017 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

Digital games, also referred to as video games, computer games, console games, online games or mobile games, exist in a variety of formats, platforms and genres. This unit provides an introduction to the theories, principles and methods of game design. It analyses the essential elements of games that designers work with to create the all-important player experience. Activities such as conceptualising, designing, prototyping and evaluating games are explored.

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 DGTL11006 Coding Fundamentals or MMST11002 Web 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 1 - 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: 25%

3. **Practical Assessment**

Weighting: 45%

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 Student Unit and Teaching Evaluation (SUTE)

Feedback

Some students felt that the weekly tutorial notes need updating.

Recommendation

The weekly tutorial notes will be reviewed before the next offering of the unit.

Unit Learning Outcomes

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

1. Explain theories, principles and methods of game design
2. Conceptualise a game and communicate ideas through design documentation
3. Competently use software tools for creating games and game assets
4. Create a prototype for a game, applying theories, principles and methods of game design
5. Evaluate a game in terms of theories and principles of game design

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Practical Assessment - 30%	•			•	•
2 - Practical Assessment - 25%	•	•	•		
3 - Practical Assessment - 45%	•	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication	•	•	•	•	•
2 - Problem Solving	•	•	•	•	•
3 - Critical Thinking	•	•	•	•	•
4 - Information Literacy	•	•	•	•	•

Alignment of Assessment Tasks to Graduate Attributes

[illegible]

Textbooks and Resources

Textbooks

MMST12017

Prescribed

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

Fourth Edition (2018)

Authors: Tracy Fullerton

CRC Press

Boca Raton , Florida , United States

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 with your CQU Student email account)

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Microsoft Powerpoint
- Microsoft Word
- Piskel (free from <http://www.piskelapp.com>)
- Adobe Creative Cloud Suite (student pricing available from <http://www.adobe.com/au/creativecloud/buy/students.html>)
- Unity Personal Edition v2020.2.6f1 64 bit+ or latest stable release (available from <https://unity3d.com/get-unity/download/archive>)

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 - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
An introduction to games	Hunicke, R, LeBlanc, M & Zubek, R 2004, <i>MDA: A Formal Approach to Game Design and Game Research</i> , viewed 20 January 2022, http://www.cs.northwestern.edu/~hunicke/MDA.pdf	
	Kramer, W 2000, <i>What is a Game?</i> , viewed 20 January 2022, http://www.thegamesjournal.com/articles/WhatsaGame.shtml	
	Maroney, K. 2001, <i>My Entire Waking Life</i> , viewed 20 January 2022, http://www.thegamesjournal.com/articles/MyEntireWakingLife.shtml	

Week 2 - 14 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
The role of the game designer	Fullerton, T 2014, <i>Chapter 1: The Role of the Game Designer</i> , in Game Design Workshop, CRC Press, 2014.	

Week 3 - 21 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
The structure of games	Fullerton, T 2014, <i>Chapter 2: Structure of Games</i> , in Game Design Workshop, CRC Press, 2014.	

Week 4 - 28 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Conceptualising a game	Fullerton, T 2014, <i>Chapter 6: Conceptualisation</i> , in Game Design Workshop, CRC Press, 2014.	Game Concept Document (GCD) & Game Design Journal (Weeks 1-4) Due: Week 4 Friday (1 Apr 2022) 11:45 pm AEST

Week 5 - 04 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Prototyping a game	Fullerton, T 2014, <i>Chapter 7: Prototyping</i> , in Game Design Workshop, CRC Press, 2014.	

Vacation Week - 11 Apr 2022

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

Week 6 - 18 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Formal game elements	Fullerton, T 2014, <i>Chapter 3: Working with Formal Elements</i> , in Game Design Workshop, CRC Press, 2014.	

Week 7 - 25 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Dramatic game elements	Fullerton, T 2014, <i>Chapter 4: Working with Dramatic Elements</i> , in Game Design Workshop, CRC Press, 2014.	Playable Paper Prototype Game, Playtest Video & Game Design Journal (Weeks 5-7) Due: Week 7 Friday (29 Apr 2022) 11:45 pm AEST

Week 8 - 02 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
System dynamics	Fullerton, T 2014, <i>Chapter 5: Working with System Dynamics</i> , in Game Design Workshop, CRC Press, 2014.	

Week 9 - 09 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Communicating your designs

Fullerton, T 2014, *Chapter 14: Communicating your Designs*, in Game Design Workshop, CRC Press, 2014.

Week 10 - 16 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Digital prototyping	Fullerton, T 2014, <i>Chapter 8: Digital Prototyping</i> , in Game Design Workshop, CRC Press, 2014.	

Week 11 - 23 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Publishing a game	Fullerton, T 2014, <i>Chapter 15: Understanding the New Game Industry</i> , pp. 470-474, in Game Design Workshop, CRC Press, 2014.	

Week 12 - 30 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Review Week	Please complete the 'Have your Say' student feedback survey in Moodle.	

Review/Exam Week - 06 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic
		Unity 2D Digital Prototype Game, Playtest Video & Game Design Journal (Weeks 8-11) Due: Review/Exam Week Monday (6 June 2022) 11:45 pm AEST

Exam Week - 13 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

Graphics Tablets (Optional)

As a future digital media professional, you are strongly encouraged to use a graphics tablet to create quality game assets during this unit. Purchasing a tablet is NOT a requirement for this unit, but becoming familiar with them whilst you are studying will set you up for success after graduation, as they are used across the industry. A number of companies produce quality tablets, including Wacom, Huion and XP-Pen which will work with Windows of Apple machines. Additional drawing solutions include the Microsoft Surface or an Apple iPad with an Apple Pencil.

CQUniversity is a *Wacom Accredited Training Centre (WATC)* and, as such, we have access to special pricing on Wacom tablets (approx 27% discount). If you are interested, please contact the [Unit coordinator - Jim](#).

Drawing Software (Optional)

The Adobe Creative Cloud comes with PhotoShop which is compliant with all graphics tablets and will meet your drawing needs for this unit. Other solutions include [Corel Painter](#), [Clip Studio Paint](#), or [Procreate](#) (Apple iPad only). As with tablets, you are encouraged to experiment with software to find a solution that works best for you.

Assessment Tasks

1 Game Concept Document (GCD) & Game Design Journal (Weeks 1-4)

Assessment Type

Practical Assessment

Task Description

Using a supplied Game Concept Document (GCD) template you will develop a FEASIBLE, CLEAR and CONCISE proposal (plan) for a small 2D game design project. Your concept MUST be realistic and achievable. This is likely to be your first game, there is limited time and a lot to learn i.e. you are not designing the next *Call of Duty* or *Mario Brothers*. During this period you will also commence your ongoing Game Design Journal (Blog) and address the designated topics/tasks for weeks 1-4.

Considerations

The genre and type of game project you pursue is optional, but your concept MUST meaningfully engage with the core thematic element ('You are the Enemy') and be achievable within the timeframe.

The following aesthetics MUST be factored into your game concept with priority given in the following order:

1. *Narrative*. Game as drama (strong backstory that sets the scene and creates interest)
2. *Discovery*. Game as uncharted territory (make the player feel like an explorer)
3. *Challenge*. Game as obstacle course (include escalated challenges)

In other words, your game concept must not only meet the standard expectations of a game i.e. enjoyment & challenge but also demonstrate alignment with the three-aesthetics defined above. Narrative is more important than discovery and challenge, but all must be factored into your design. How you do this is up to you!

The Game Concept Document (GCD)

An editable GCD template will be provided for you to flesh out your game concept. The document structure is split into the following sections:

- *Core statement*; your 'Elevator Pitch' - sell your idea!
- *Background*; Why are you making this game? Why is it different to other games in the market?
- *Game Narrative*; Set the scene for your game world and protagonist, and explain how you are addressing the core thematic element.
- *Target Audience*; Create an Audience Persona to clarify the target audience for your game project.
- *Mechanics, Dynamics & Aesthetics (MDA)*; How will your game design elements work together to deliver a good player experience and meet the expectations of the 3 aesthetic constraints?
- *Key Features*; A feature list which explains what happens in your game world, when, why and how?
- *Game Assets*; List the game assets you will need to develop for both the paper prototype game (Assignment 2) and digital prototype game (Assignment 3).

TIP: If you fail to plan, you plan to fail.

The GCD is the FOUNDATION for your game design projects this term and will help you transform your initial ideas into a playable paper prototype game (Assignment 2) and a simple 2D digital prototype game (Assignment 3). If you create a solid GCD, it will help smooth the path for the following assignments.

Assessment Due Date

Week 4 Friday (1 Apr 2022) 11:45 pm AEST

Return Date to Students

Assignment 1 will be marked and returned two weeks after submission.

Weighting

30%

Assessment Criteria

Deliverables:

1. *Game Concept Document (GCD)*. An editable template will be supplied for this task. Once complete, you will upload this document in Microsoft Word-format through the Assignment 1 submission page on the unit website.
2. *Game Design Journal (Weeks 1-4)*. Complete journal (blog) entries addressing designated topics/tasks on a weekly basis.

Allocation of marks:

- Game Concept Document (GCD) = 24 marks
- Game Design Journal (Weeks 1-4) = 6 marks
- Total = 30 marks (30% of your overall score for MMST12017)

Supplementary notes:

- Your submission MUST meet the constraints of the task.
- The GCD and ideas within it will be assessed against for feasibility, clarity and quality.
- The underpinning game concept is sufficiently ambitious i.e. not too simplistic but reflects an outcome that is realistic and achievable.
- Evidence of extra effort with respect to innovation, creativity and production value may result in higher marks.
- The game design ideas within your GCD MUST be original. You cannot use someone else's Intellectual Property (IP) within your work e.g. Star Wars, Monopoly.
- Journal entries made after the Assignment 1 due date will NOT be marked.
- Penalties WILL be applied for late submission or for failing to comply with the assignment requirements.

Please refer to the unit website for the GCD template, detailed assignment criteria, along with exemplars and supporting materials.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Explain theories, principles and methods of game design
- Create a prototype for a game, applying theories, principles and methods of game design
- Evaluate a game in terms of theories and principles of game design

Graduate Attributes

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

2 Playable Paper Prototype Game, Playtest Video & Game Design Journal (Weeks 5-7)

Assessment Type

Practical Assessment

Task Description

Assignment 2 requires you to develop a playable paper prototype game based on the Game Concept Document (GCD) which you developed for Assignment 1. You will also create a short playtest video showing the important parts of your paper prototype gameplay, and continue working on your Game Design Journal (Blog) for weeks 5-7.

Paper (Physical) Prototyping

Paper prototyping is used extensively within the game industry and it allows game designers to rapidly develop, playtest and iterate simplified versions of game mechanics, dynamics and aesthetics to improve the overall player experience. Once complete, your paper prototype game will become the blueprint for the final game design task, the creation of a simple 2D digital game prototype (Assignment 3).

What does 'playable' mean?

The term 'playable' means exactly that! Consider Assignment 2 to be a 'boardgame' version, or approximation, of your underpinning game design concept. Your submission MUST include all game object required for game play with the exception of common items such as dice and counters.

But, boardgames and digital games are different....

Designing a boardgame which will eventually become a digital game can be tricky and requires careful planning. Some aspects of the gameplay will not translate between the mediums but don't let this put you off! By developing a playable paper version of your game, you are trying to create a simplified version of your game concept to allow you to test your core game mechanics, dynamics & aesthetics. Being playable, you can also put the game into the hands of your target audience and receive 'real' player feedback to help you build a stronger and more enjoyable game.

Here are some common examples to highlight differences between board and digital games:

- *Game Style/Genre*. Regardless of whether you are hoping to create a 2D dungeon crawler; shooter; racing game; adventure game; platformer, or simple arcade game for your Assignment 3 digital submission, each of these game types can be replicated as a boardgame. The easiest way to do this is to visualise the gameworld from a top-down perspective. If you are struggling for inspiration, browse some of the game concepts on platforms such as [Kickstarter](#).
- *Movement*. Controlling player movement in boardgames is generally done through dice-rolls, turns or some form of 'spinner'. In a digital version of the game, the player will (generally) use the keyboard to move the player around.
- *Combat*. Boardgames have simple systems in place for line-of-sight and combat between players and enemies. This may include listing abilities and scores for various 'classes' of character in your rules and using dice rolls or turns to decide the outcome of interactions. Digitally, combat is controlled by player movement and scripts attached to the player and enemy game objects.
- *Replayability*. Each time a game is played it must play differently in order to keep the player engaged. Simple methods to achieve this in a boardgame include using moveable markers on gameboard tiles to indicate collectable 'pick-ups' (health, power-ups, weapons, hazards etc); using a modular tile system which can be setup differently for each game; using an 'Event' card system which forces players to draw a card(s) from specific piles when they begin a new turn / move into a room / or land on a specific gameboard tile. In the digital version, these events can be controlled by creating spawning points for game objects or even have dynamically generated maps. You can use whichever system you choose, but you WILL implement one (or more) systems to ensure your boardgame plays differently and offers a dynamic play experience.

Playtest Video: Show don't tell!

To showcase the important parts of your paper prototype gameplay you will create a short video (less than 5 minutes). You WILL upload this video to YouTube as an 'unlisted' video (so it is not searchable by the public) and include the URL with your submission.

In combination, these tasks allow you to demonstrate that you can apply your understanding of the theoretical game design concepts covered in the unit textbook and broader course material, and will set you up for success in Assignment 3.

Assessment Due Date

Week 7 Friday (29 Apr 2022) 11:45 pm AEST

Return Date to Students

Assignment 2 will be marked and returned two weeks after submission.

Weighting

25%

Assessment Criteria

Deliverables:

1. *Playable paper prototype game*. PLAYABLE game based on the Assignment 1 GCD and complete with all game objects require to physically play your game. Either scan your paper components, or include all digital artwork files in a ZIP file for submission.
2. *Playtest Video*. To showcase the important parts of your paper prototype gameplay you WILL create a short video (less than 5 minutes) and upload it to YouTube as an 'unlisted' video (so it is not searchable by the public) and include the URL with your submission.
3. *Game Design Journal (Weeks 5-7)*. Complete journal (blog) entries addressing designated topics / tasks on a weekly basis.

Allocation of marks:

- Playable paper prototype game = 15.5 marks
- Playtest Video = 5 marks
- Game Design Journal (Weeks 5-7) = 4.5 marks
- Total = 25 marks (25% of your overall score)

Supplementary notes:

- Your submission MUST meet the constraints of the task.
- The paper prototype game MUST be playable. Ensure that you supply ALL rules, procedures and game objects

- required to play the game (aside from common elements such as dice or counters).
- You **MUST** consider player engagement and replayability e.g. creating a system introduce randomness, account for pick-ups, collectables, hazards etc into your game such as 'Event' cards, moveable markers or a modular game board.
- Visual assets that you create for your game **MUST** be original.
- You cannot use someone else's Intellectual Property (IP) within your work e.g. Star Wars, Monopoly.
- Evidence of extra effort with respect to innovation, creativity and production value of game objects may result in higher marks.
- Journal entries made after the Assignment 2 due date will **NOT** be marked.
- Penalties **WILL** be applied for late submission or for failing to comply with the assignment requirements.

Please refer to the unit website for more detailed assignment criteria and supporting resources.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Explain theories, principles and methods of game design
- Conceptualise a game and communicate ideas through design documentation
- Competently use software tools for creating games and game assets

Graduate Attributes

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

3 Unity 2D Digital Prototype Game, Playtest Video & Game Design Journal (Weeks 8-11)

Assessment Type

Practical Assessment

Task Description

Assignment 3 draws together everything that you have learned from the MMST12017 lectures, tutorial activities and previous assignments! For this task you will transform the ideas that you proposed in your GCD (Assignment 1) and physically playtested with a paper prototype (Assignment 2) into a functional, playable Unity 2D digital prototype game. As with the previous assignment, you will also create a short playtest video and complete your Game Design Journal (Blog) entries for weeks 8-11.

Throughout the term you will develop skills and knowledge of the Unity game engine which is an industry-standard platform for game development, but is also great for rapid prototyping of game designs. We will cover the basics of Unity through a number of tutorial sessions, but you are encouraged to be proactive and spend additional time exploring tutorials and resources to increase your understanding. To get you underway, you will be provided with a collection of pre-compiled scripts known as the Unity Playground that you can attach to your game objects and combined to create a broad range of common game interactions. Although we won't be covering Unity straight away, as we have a number of game design building blocks to cover first, you will be shown the Unity Playground in first week of the course, so you can incorporate some of the mechanics into Assignment 1 and 2. If you have existing knowledge of Unity and are confident in your abilities, you are welcome to explore other frameworks such as Unity Bolt (now known as Visual Scripting) or the Unity 2D Game Kit.

Unity 2D Digital Prototype Game

Your digital prototype game will meet the following criteria:

- clear alignment to your original Game Concept Document (GCD) you developed for Assignment 1 **AND** the paper prototype game you developed for Assignment 2;
- includes at least one complete and functional game 'level' (scene) executed to a good standard;
- demonstrates basic competence with the Unity game engine, manipulation and management of simple game

- objects;
- includes custom media assets (visual & sound) that you have created for the protagonist and the game background;
- may include some supporting open source e.g. Creative Commons media assets and Unity scripts so long as these are appropriately credited in a supporting 'Readme' text file that will be uploaded with your submission (if you are unsure ASK);
- demonstrates application of game design theories and knowledge;
- provides an enjoyable and engaging player experience;
- finished quality displays evidence of playtesting and iteration (i.e. is bug free with no unexpected behaviours);
- published in either WebGL or Windows Executable formats, with ALL source files provided for assessment (Unity, Photoshop, Illustrator, Piskel etc), and
- satisfies ALL of the assessment constraints.

Playtest Video: Show don't tell!

To showcase the important parts of your digital prototype gameplay you WILL create a short video (less than 5 minutes) and upload it to YouTube as an 'unlisted' video (so it is not searchable by the public) and include the URL with your submission.

Assessment Due Date

Review/Exam Week Monday (6 June 2022) 11:45 pm AEST

Return Date to Students

Assignment 3 will be marked and returned two weeks after submission.

Weighting

45%

Assessment Criteria

Deliverables:

1. *Unity 2D Digital Prototype Game*. A functional and playable Unity 2D digital prototype game which satisfies the Assignment 3 constraints. You must provide a published version of your game, along with your Unity and media source files.
2. *Playtest Video*. To showcase the important parts of your digital prototype gameplay you WILL create a short video (less than 5 minutes) and upload it to YouTube as an 'unlisted' video (so it is not searchable by the public) and include the URL with your submission.
3. *Game Design Journal (Weeks 8-11)*. Complete journal entries addressing designated topics/tasks on a weekly basis.

Allocation of marks:

- Unity 2D Digital Prototype Game = 34 marks
- Playtest Video = 5 marks
- Game Design Journal (Weeks 8-11) = 6 marks
- Total = 45 marks (45% of your overall score)

Supplementary Notes:

- Your submission MUST meet the constraints of the task.
- Your digital 2D prototype game MUST be functional and complete.
- You must submit a ZIP file containing a published version of your Unity game in WebGL or executable format. Be sure to include a 'readme' file with instructions if required.
- You must submit a ZIP file containing all of your game source files (i.e. Unity project, code, artwork).
- You cannot use someone else's Intellectual Property (IP) within your work e.g. Star Wars, Monopoly.
- You MUST credit any third party assets that have been used in your project. Failure to do so constitutes plagiarism and may result in failure or administrative action in accordance with university policy.
- Evidence of extra effort with respect to innovation, creativity and production value of game objects may result in higher marks.
- Journal entries made after the Assignment 3 due date will NOT be marked.
- Penalties WILL be applied for late submission or for failing to comply with the assignment requirements.

Please refer to the unit website for more detailed assignment criteria, along with previous student examples.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Explain theories, principles and methods of game design
- Conceptualise a game and communicate ideas through design documentation
- Competently use software tools for creating games and game assets
- Create a prototype for a game, applying theories, principles and methods of game design
- Evaluate a game in terms of theories and principles of game design

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