

GAME-SLAM + CORPORATE DOCS

Assignment 2

[Photo by rawpixel, Unsplash]

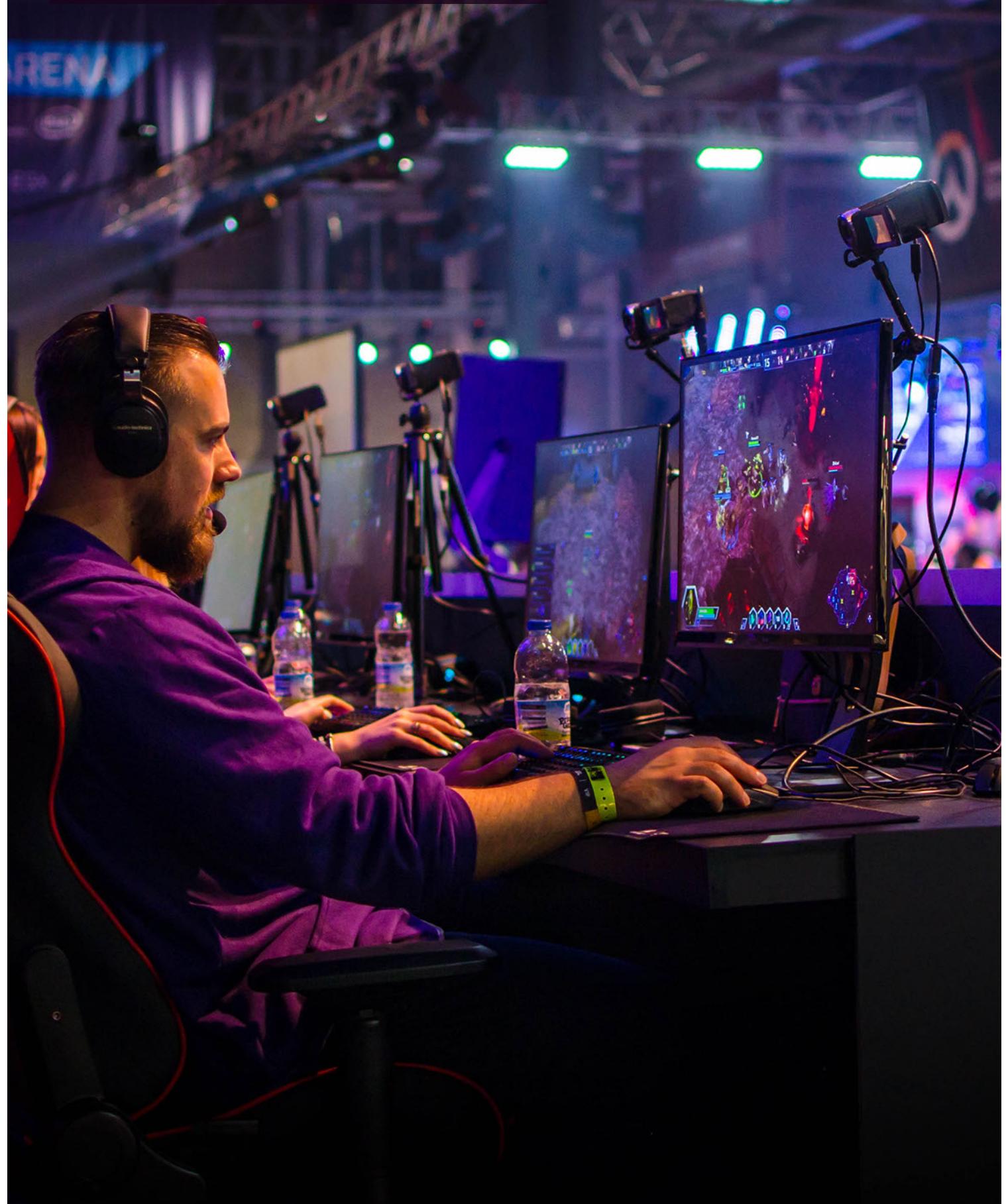
OVERVIEW

The time it would take to complete the project will vary depending on the learning circle (LC) and/or effort exerted by said LC.

This assignment is due on **10 May 2019**.

This assignment is worth **25%** of your participation mark.

*[Photo by Jamie McInall,
Pexels]*



CONNECTION TO STUDY UNITS

Study Unit 2:

- Apply the proactive approach for behaviour in everyday life;
- Try to use proactive language;
- Make decisions and take responsibility for the consequences; and
- Keep promises to yourself and others.

Study Unit 4:

- Understand and implement the time management matrix; and
- Know about effective delegation.

Study Unit 9:

- Reflect on your own behaviour.

Study Unit 11:

- Plan and prepare an oral presentation/PowerPoint slide show;
- Implement the steps to deliver an oral presentation; and
- Implement an evaluation sheet to evaluate a presentation.

Study Unit 12:

- Describe the purpose of headings, lists, tables, graphs, charts and illustrative graphics;
- Know the correct use of headings, lists, tables, graphs, charts and graphics;
- Know the difference between emphasis and highlighting of text; and
- Know the difference between correct and incorrect use of abbreviations, symbols, numbers, grammar and punctuation in text.



[Photo by Mike Meyers, Unsplash]

WHAT TO DO - BEFOREHAND

You have come together with your fellow students to form learning circles (on eFundi and in class/during contact sessions).

A learning circle is a highly interactive, participatory structure for organising group work. The goal is to build, share, and express knowledge through a process of open dialogue and deep reflection around issues or problems with a focus on a shared outcome.

Learning Circles

You and your team will be expected to form a hypothetical “business”. Part of this practice involves creating a group identity by: (a) giving your circle a name, (b) creating a logo and branding for your company; (c) identifying the roles to be fulfilled by members, and (d) explicitly stating the responsibilities of each member in relation to tasks given to the group.

An important part of this practice is determining the kind of business your team will be involved with: (i) IT company, (ii) Telecommunications business, or (iii) Video game studio/publisher. This decision is open for you to be creative with. If you have a novel idea for your team, by all means, GO FOR IT!

Now that you have pitched a project on behalf of your business/company (Assignment 1), you are approached by the NWU to design a game for The

WHAT TO DO - PROJECT REQUIREMENTS

In this assignment, you will be re-designing a serious game and documenting the process in your learning circles. Documenting the progress of the game design process will take place in a Game Design Document (GDD); provided by the lecturer on eFundi. The game must be a physical, tabletop game with a digital component. It cannot be a game that already exists—your learning circle must create a *unique* game. You must be able to explain the process your company followed to create your game, so don't make it too complicated!

The NWU—your client—wants the following elements incorporated into the game:

- It must be a multiplayer game that 4-6+ people can play simultaneously.
- Computer Science and Information Systems / Communication Skills content must be

incorporated into the game; to help students understand the content of the course.

- A digital component must be integrated into the game; BUT it does not have to be fully functional during the GAME-SLAM play test of the game. This component must be rational and fitting with the core gameplay.
- Play instructions should be typed and easy to follow in a Game Design Document (GDD).
- Creative, colourful, interesting, and neat design must adhere to Gestalt design principles. The game should have an appealing and professional look to it.
- The physical components of your tabletop game MUST at least be useable during the GAME-SLAM play test. In summation, the game needs to at least be "playable".
- You must submit a complete and accurate Game Design Document (GDD) on the day of the GAME-SLAM.

So, what is being assessed?

1. **The Game:** Components such as game board(s), playing pieces, cards, balls, etc. for your game. You will field test (play test) the game with the rest of the class. They will evaluate your game using a peer feedback sheet to see if it is successful.
2. **Instructions:** You must create a set of typed instructions which clearly explain your game

and how it is played. These should be easy to follow so that anyone can access them, read them and begin playing. These can be included in your Game Design Document (GDD), but must be made accessible (separate) during game testing.

3. **Game Design Document:** Must show the steps you followed to design the game. Search online for templates to make this process a little easier. This document should provide an overview of your game (What type of game is it? Where would you play it?); include step-by-step instructions for how to play the game; game description (What do you need to play? Is the game fair? What is the theme of the game?); and individual reflections and testimonies. Additional information and detail will improve your mark.

*[Photo by Jaciel Melnik,
Unsplash]*



RUBRIC

- **Game:** Students create a fully functioning game that students can play. They bring all of the game materials to the play test session (GAME-SLAM).
- **Instructions:** Instructions are clear and easy to follow. The game can be played by others without referring to the game creators for help.
- **Game Design Document:** Group has comprehensive write-up including: introduction, instructions, game description and thematic analysis. The write-up has been thoughtfully prepared and provides insight into the actions of the group. The rationale behind game design choices must be present in this document.
- **Digital component:** Team provides accurate analysis of the particulars (math, code, mechanics) behind the digital component of their game. The idea of a blended, mixed-medium game is clearly explained in terms of their project and an alternative for making their game completely digital is presented.
- **Individual reflection:** Reflection clearly explains students thought process during the project. The relevance of the project is also clearly described.
- **Presentation and Neatness:** The work is presented in a neat, clear, organised fashion that is easy to read. All documentation should

comply with McMurrey's guidelines on Technical Communication.

- **Citations:** Sources must be properly cited.
- **Language, grammar, styling and technical aspects:** Any and all mistakes relating to these elements will result in marks being subtracted.

Please see the full rubric on eFundi and kindly leave any queries on the comments page beneath the Assignment detail.

PEER EVALUATION

[Peer Evaluation Google Form](#)

SELF-EVALUATION (GAME + OWN PERFORMANCE)

[Self-Evaluation Google Form](#)

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Unsplash]*

