

Mid-Term Exam, CSCI 4670 / 5670: Fundamentals of Game Development

Due: Friday, October 17, 2014 on Moodle

This is a take-home exam meant to test your ability to critically evaluate games. Your primary sources should be the class text, *Rules of Play: Game Design Fundamentals*, and the class notes, which are available on the class webpage: <http://nil.cs.uno.edu/courses/csci4670/fall14/>. Each question is a short essay that tests your ability to recognize and apply the design schemas we have used to discuss the rules, play, and culture of games.

For this exam, we will only consider 3 games. Your answers to the questions on this exam should focus primarily on these games and only these games. We will review each of these games in class the day this exam is distributed:

- *Quidditch*, a sport from the fictional Harry Potter universe played on flying broomsticks
- *Dixit*, a visual card game with elements of both *Pictionary* and *Balderdash*
- *Ladies and Gentlemen*, a board game about married couples preparing for a ball

This exam is mostly open book and open web. However, you must obey the following rules when writing your answers:

- Type your answers in 12 point font, single spaced, on a page with 1 inch margins.
- You are encouraged to consult the class text when writing your answers.
- You are encouraged to consult the lecture slides when writing your answers.
- You MAY NOT discuss your answers with other classmates until after the due date.
- You may consult other static text and online resources, but you MAY NOT post questions or conversations about your answers. For example, you may read articles on boardgamegeek.com, but you may not post on the boardgamegeek.com forums.
- You are encouraged to get proofreading help (e.g. grammar and spelling) from others, but NOT from your fellow classmates. You are encouraged to get help from the University Writing Center, which is located in the Liberal Arts Building, room 334, and can be reached by phone for appointments at 504-280-7054.
- This exam is due on Moodle as a PDF file by midnight on Friday, October 17, 2014. As the syllabus clearly states, late work will not be accepted. You are encouraged to submit the exam early; technical difficulties are NOT an acceptable excuse for failing to submit this exam.

Unless you have obtained prior permission to postpone this exam, you MUST sign this cover page and turn it in to your instructor before starting the exam. By signing, you agree to the following statement: "I promise to follow all of the above rules while taking this exam. I realize that breaking any of these rules is considered academic dishonesty."

Print Name: _____ Sign Name: _____

Questions 1 and 2 deal with the concepts of meaningful play discussed in *Rules of Play*, Unit 1: Core Concepts. These concepts include, but are not limited to:

- Descriptive and evaluative definition of meaningful play
- Discernable and integrated action / outcome mechanics
- The semiotics of the game's setting and vocabulary
- Closed and open systems
- The relationship between tactics and strategy
- The anatomy of a choice

Question 1: Choose one of the three games. Identify one way that it succeeds in providing meaningful play using the concepts from this unit.

Question 2: Choose one of the three games. Identify one way that it fails to provide meaningful play using the concepts from this unit.

Questions 3 to 5 deal with the seven schemas within RULES, which are:

- Games as Emergent Systems
- Games as Systems of Uncertainty
- Games as Information Theory Systems
- Games as Systems of Information
- Games as Game Theory Systems
- Games as Cybernetic Systems
- Games as Systems of Conflict

Question 3: Choose one schema from RULES. Explain how it can be applied to *Quidditch*.

Question 4: Choose a different schema from RULES. Explain how it can be applied to *Dixit*.

Question 5: Choose a different schema from RULES. Explain how it can be applied to *Ladies and Gentlemen*.

Questions 6 and 7 deal with the six schemas within PLAY, which are:

- Games and the Play of Experience
- Games as the Play of Pleasure
- Games as the Play of Meaning
- Games as Narrative Play
- Games as the Play of Simulation
- Games as Social Play

Question 6: Choose a schema from PLAY and one of the three games. Explain how that schema can be applied to that game.

Question 7: Choose a different schema from PLAY and a different game. Explain how that schema can be applied to that game.

Question 8 deals with the four schemas within CULTURE, which are:

- Games as Cultural Rhetoric
- Games as Open Culture
- Games as Cultural Resistance
- Games as Cultural Environment

Question 8: Choose a schema from CULTURE and one of the three games. Explain how that schema can be applied to that game.

Grading Rubric for Mid Term Exam

Student Name: _____

Question 1

___ / 1 : Student clearly identifies a specific feature or set of features from one of the three games used for this exam.

___ / 1 : Student clearly identifies the critical concept used to evaluate the game.

___ / 1 : Student demonstrates a clear understanding of the critical concept.

___ / 1 : Student applies the concept correctly to the game.

___ / 1 : Student uses complete sentences, correct grammar, and correct spelling.

Question 2

___ / 1 : Student clearly identifies a specific feature or set of features from one of the three games used for this exam.

___ / 1 : Student clearly identifies the critical concept used to evaluate the game.

___ / 1 : Student demonstrates a clear understanding of the critical concept.

___ / 1 : Student applies the concept correctly to the game.

___ / 1 : Student uses complete sentences, correct grammar, and correct spelling.

Question 3

___ / 1 : Student clearly identifies a specific feature or set of features from one of the three games used for this exam.

___ / 1 : Student clearly identifies the critical schema used to evaluate the game.

___ / 1 : Student demonstrates a clear understanding of the critical schema.

___ / 1 : Student applies the schema correctly to the game.

___ / 1 : Student uses complete sentences, correct grammar, and correct spelling.

Question 4

___ / 1 : Student clearly identifies a specific feature or set of features from one of the three games used for this exam.

___ / 1 : Student clearly identifies the critical schema used to evaluate the game.

___ / 1 : Student demonstrates a clear understanding of the critical schema.

___ / 1 : Student applies the schema correctly to the game.

___ / 1 : Student uses complete sentences, correct grammar, and correct spelling.

Question 5

___ / 1 : Student clearly identifies a specific feature or set of features from one of the three games used for this exam.

___ / 1 : Student clearly identifies the critical schema used to evaluate the game.

___ / 1 : Student demonstrates a clear understanding of the critical schema.

___ / 1 : Student applies the schema correctly to the game.

___ / 1 : Student uses complete sentences, correct grammar, and correct spelling.

Question 6

___ / 1 : Student clearly identifies a specific feature or set of features from one of the three games used for this exam.

___ / 1 : Student clearly identifies the critical schema used to evaluate the game.

___ / 1 : Student demonstrates a clear understanding of the critical schema.

___ / 1 : Student applies the schema correctly to the game.

___ / 1 : Student uses complete sentences, correct grammar, and correct spelling.

Question 7

___ / 1 : Student clearly identifies a specific feature or set of features from one of the three games used for this exam.

___ / 1 : Student clearly identifies the critical schema used to evaluate the game.

___ / 1 : Student demonstrates a clear understanding of the critical schema.

___ / 1 : Student applies the schema correctly to the game.

___ / 1 : Student uses complete sentences, correct grammar, and correct spelling.

Question 8

___ / 1 : Student clearly identifies a specific feature or set of features from one of the three games used for this exam.

___ / 1 : Student clearly identifies the critical schema used to evaluate the game.

___ / 1 : Student demonstrates a clear understanding of the critical schema.

___ / 1 : Student applies the schema correctly to the game.

___ / 1 : Student uses complete sentences, correct grammar, and correct spelling.

Total: _____ / 40