**CSCI/ISAT B145 Fall 2024 - Final Project Game Description Template (for Project Proposal)**

*Note:* if you are a Mac user and you are using Pages instead of Microsoft Word as your word processing application, ***please* export this document to Microsoft Word format** (\*.docx) before submitting.

* In addition to a completed version of this **gameplay description document**, you’ll be expected to provide additional deliverables that comprise the remaining elements of your final project proposal:
* A complete **noun/verb list** derived directly from your gameplay description (you may use the example shown in class as a *template*)
* **Clear photos of your** **handwritten CRC cards** — please make sure they are scaled and rotated properly so that they are easy to read. I recommend you embed your CRC card photos in a Word document so that you can organize them nearly and logically — do not simply upload a bunch of JPGs or PNG files.
* A **complete set of anticipated** ***user stories***, written from the standpoint of the *player* of your game and from the standpoint of the *developer/artist,* so that all planned game features are “covered*.”* Please organize your user stories into *categories* — you may use the example shown in class as a template to follow, but please write all of your individual user stories “from scratch” rather than simply copy-pasting those found in the example shown in class.

**Name:** Ian Bickford

1. **Title**: In the space below, write the proposed title of your game. It’s possible you might change this later, but try to come up with something original and appropriate.

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| Wormhole Dash |

1. **Summary**: In the space provided below, write aone-sentence overall general description of your game that could potentially be used for marketing or advertising purposes. *[For example:* ***Crabs vs. Lobsters*** *is an exciting two-player race game with elements of luck, strategy, and action — reach your goal zone first while capturing your opponent’s pieces and navigating safe spaces]*

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| Wormhole Dash is a thrilling race game in which strategy meets stellar speed – battle your intergalactic foe and beat them to your exit Wormhole or be forever lost in interstellar space! |

1. In the space below, specify which set of existing rules for the original *Royal Game of Ur* you are using as the starting point for your modifications. You don’t need to write out those rules here, but please provide a URL (a link to a website) that provides a description of those rules.

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| I will be using a “merge” of the original Irving Finkel British museum rules and the Irving Finkel vs Tom Scott rules. The “merge” is utilizing the 7 game pieces from the Tom Scott rules while maintaining the rest of the original British Museum game rules. |

1. In the space below, describe your **rule modifications**. Remember, you need to make one (1) to three (3) modifications to the rule set you specified in question #3 above. Keep your total word count in the space below to **no more than 200 words**. If you go over this limit, not only are your proposed rule modifications probably too complicated for the scope of this project, but your score on the proposal will be penalized.

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| 1. Each piece has an assigned tier level associated with them. These tiers range from 1-3; you have 3 tier I pieces, 3 tier II pieces, and 1 tier III piece for each player. These tiers represent stronger spaceships, with the lone tier III piece on each side representing the “Mothership”. If the “Mothership” of either side is lost, the player that lost their “Mothership” automatically loses the game. 2. A player is said to be engaged in war when a piece lands on a space that is occupied by an opposing player’s piece. However, that player does not automatically capture that piece. Instead, you “battle”, where the 2 pieces will have a chance to win the fight. This is done by using the previously mentioned tier system. To engage in a battle, each piece takes turns rolling a die. The tier of the piece determines the number of dice rolls that the player gets to roll. The highest of all dice rolls is used for the outcome of the battle, favoring the defending player in the event of a tie (the player that occupied the space first.) |

1. **Gameplay Description and Instructions:**
   1. In the space provided below, write 1 to 4 paragraphs, **totaling no more than 600 words**, which describe the *gameplay*. Be sure to include, in whatever order makes the most sense to you:
      1. Establish a visual context (so someone can easily picture the game in their heads): Provide a brief description of the characters, obstacles, and other scenery that appear on screen
      2. Briefly describe how you interact with the game (keyboard controls, mouse, etc.)
      3. Provide clear rules for how the game is played. What happens at the start of the game? What happens during a given player’s turn? How does a player’s turn end? Does the game transition to a new “scene” during gameplay? If so, what condition “triggers” this transition, what happens during this additional “scene,” and what conditions are needed for the “scene” to be over so that gameplay is returned to the original “board game” screen? What information needs to *persist* or be *maintained* between scenes? How does the game end (i.e., what are the conditions that need to be met for one player to be declared the winner)?
         * **NOTE #1:** As noted previously, do not assume that the player is familiar with “The Royal Game of Ur” (or any other game), so please don’t reference the rules for that or any other games in your gameplay description. Write out your gameplay description completely, as if you were the original creator of the game.
         * **NOTE #2:** Please avoid modern gaming jargon (like the words “buff” and “nerf”), because not everyone who plays or judges your game is necessarily a “gamer.” If you need a “glossary” of gameplay jargon to help describe what’s happening in your game in alternative terms, please use this resource: <https://www.makeuseof.com/tag/learn-the-lingo-common-gaming-terms-you-should-know/>

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| **Wormhole Dash** is a two-player race game in which one player controls seven blue spaceship game pieces and another player controls seven red spaceship game pieces. The game pieces are split into three different tiers of game pieces. Three game pieces for each player are tier one, three game pieces for each player are tier two, and one game piece for each player is tier three. The background resembles a starry galaxy. The gameboard resembles an alien-like solar system, with twenty spaces arranged in a rectangle consisting of three rows of four squares, connected by two squares to the right of the second row, and finally three rows of two squares centered on the right of the connecting squares. Each space resembles an alien-like planet, except for five spaces scattered along the path which resemble stars (space 4 on each player’s side of the board, space 8, and the last space in each player’s movement path). Each players’ pieces follow a parallel movement path through the board spaces, minus the initial four spaces on their side of the board (sixteen spaces total for each player). Players start with all seven of their game pieces in a “starting zone,” and the objective is to move all seven of their game pieces onto and through the board, following the player’s movement path, and finally off the gameboard into the player’s goal zone before their opponent does. Additionally, a secondary objective is to capture the opposing player’s tier three game piece. Players take turns rolling a six-sided die, which yields values between one and three. Players then choose to either move a new piece onto the board or move one of their pieces already in play. Each piece has a target space determined by its current position plus the die roll.  A piece is considered “moveable” if its target space is unoccupied altogether or if it is occupied by an opponent’s piece, allowing for the attempted capture of the piece. If a piece lands on a space occupied by an opponent, that opponent’s piece and the player’s piece enter a battle. In the battle, players take turns rolling a die to see who wins the battle. Each piece gets to roll the die to try and win the battle the number of times equal to their tier level. The highest roll wins the battle and in the event of a tie, the piece that occupied the space first wins the battle. The losing player’s piece is returned to their starting zone, except if the piece is a tier three piece. If a player loses a battle with their tier three piece, the game is over and the player who captured the tier three-piece wins. The game also includes an important rule for placing pieces in the goal zone: in order to move a piece into the goal zone, a player’s roll must exactly match the number of spaces remaining along that piece’s movement path. For instance, a player must roll a three in order to move from space fourteen along their movement path to get in the goal zone. If the player successfully moves their piece onto a “star” space, they are rewarded with an extra die roll. The player to move all their pieces off the board, or captures their opponent’s tier three piece, wins the game. |

1. **Enabling tangential learning**:
   1. In the space below, briefly describe what “tangential learning” actually *means,* **in your own words** (watch the Extra Credits YouTube video on “tangential learning” if you need a refresher. You’ll find a link to this video in the Final Project Announcement PDF previously shown in class and posted on Blackboard.)

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| Tangential learning is the process of learning something while focusing on something else. Essentially, if you are engaging in something for entertainment purposes but end up learning something anyway, that is tangential learning. |

* 1. In the space below, describe how the gameplay can ***implicitly***(i.e., ***passively***) enable tangential learning. That is, what elements of the *gameplay* *experience* itself might want to make the player want to learn more about the historical inspiration or underlying historical theme for your game? Be creative and thoughtful here, but be aware that some players might not always recognize what you believe to be an implicit “catalyst” for enabling tangential learning — consequently, you need to explain how you believe the design or presentation of your game can *potentially* *draw attention to the underlying historical inspiration or theme* for your game **without** explicitly pointing it out to the player. [NOTE: You’ll provide more *explicit* or “active” mechanisms for tangential learning in part (c), as noted below.] Just make sure you are referencing something real and factual — you can still do “world-building” in your game if you like, but there must be a *clear connection* to some actual, factual, historical element. **Please provide citations in the form of short descriptions and URLs (web links) so that I know what historical sources you are referencing.**

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| I plan to name tier 1 pieces Sputniks, tier 2 pieces Galileos, and tier 3 pieces Orbiters. Sputnik was the first satellite sent into space from Russia and sounds like a tier 1 piece name to subtlety name it. <https://nssdc.gsfc.nasa.gov/nmc/spacecraft/display.action?id=1957-001B> Galileo is a little less subtle but would be overlooked by players who do not know a lot about astronomy and space. <https://www.britannica.com/biography/Galileo-Galilei> Orbiter sounds like a strong tier 3 piece and is in reference to the class of space shuttle that is the most well-known and took American’s to space for the first time. <https://www.nasa.gov/reference/the-space-shuttle/>  Additionally, I think it would be fun to have a name of a planet pop up when you “land” on a planet space, or a name of a star pop up when you land on a star space. Some names for stars could be Alpha Centauri, Beta Orionis, etc. <https://web.pa.msu.edu/people/horvatin/Astronomy_Facts/brightest_stars.html>  Some names for some planets could be Kepler-186f, Gliese 581g, and Gliese 667Cc, all of which are planets in the universe that could potentially sustain life. <https://www.space.com/18790-habitable-exoplanets-catalog-photos.html> |

* 1. In the space below, provide a description of how additional game features can ***explicitly***(i.e., ***actively***) enable tangential learning. That is, how can the use of additional “non-game” elements (such as your game’s title screen, an intro screen, ending screen, intermissions, cutscenes, etc.) provide **just enough information** to get the player interested in exploring your topic? For example, you can use these information screens to explicitly state how the various elements of your game are inspired by real historical events, archaeological artifacts, references in literature, and so forth. As noted in part (b) above, please make sure you are referencing something real and factual — you can still do “world-building” in your game if you like, but there must be a *clear connection* to some actual, factual, historical element. **Please provide citations in the form of short descriptions and URLs (web links) so that I know what historical sources you are referencing.**

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| I would like to accumulate 5-10 of the coolest space facts that I can find and incorporate them as a “loading” screen when you first launch the game. I could include an image of whichever of the 5-10 random space facts I choose to catch the eye of the player, and then underneath the picture include a space fact. These 5-10 space facts would be randomly selected by the game on launch and a “forced” loading screen of random time length would house this image and information. Then I could include a link to my resources for the space facts at the bottom of the game screen or on a title screen.  <https://www.thefactsite.com/100-space-facts/> |