

## **GD 101 Introduction to Games**

**Assessment Lead : Alec McClure**

This course level assessment will be used to measure our student development towards Program Learning Outcomes for the Game Design major. Assessment for introductory classes are often expected to be lower than those for advanced levels. The rubric below attempts to describe both the Program Learning Outcome and how that outcome would look in this specific project framework.

### **PROJECT LESSON PLAN**

**Subversive Game Design - Form a team of 3 to 5 students and, using any assets you wish, create a game designed to change the player's mind concerning a social, political, or environmental issue. Make use of both macro- and micro-narratives to communicate your issue, and design productive play to create an engaging, fun, and designed experience. For example a game could involve players taking on the personas of city council members addressing their constituents regarding a current issue concerning their community. This game must be able to be played in the classroom by members of the class and have an average playing time of no more than 25 minutes.**

**Final Presentation: GDD, Rule Sets, and Assets** The final project deliverable is two-part: The first is a short presentation encompassing an updated proposal, game outline, and playtest report, prepared for people who have never seen or heard about your game. Present your work as a finished game, rather than an iteration of an on-going project. The second is a final GDD, complete with all components and updated according to any new developments, as well as incorporating all feedback provided to date.

### **ASSESSMENT RUBRIC**

<b>GD101</b>		<b>MASTERED</b>	<b>DEVELOPING</b>	<b>EMERGING</b>	<b>BENCHMARK</b>
		<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

<b>PRODUCE</b> a body of work suitable for seeking professional opportunities in their chosen field of game design.	<b>PROGRAM LEARNING OUTCOME</b>	Work reflects highly marketable skills suitable for seeking professional opportunities in their chosen field.	Work reflects marketable skills suitable for seeking professional opportunities in their chosen field.	Work reflects skills that have potential for seeking professional opportunities in their chosen field.	Work does not show skills suitable for seeking professional opportunities in their chosen field.
	<b>PROJECT SPECIFICS</b>				
<b>SOLVE CREATIVE PROBLEMS</b> within their field of game design, including research and synthesis of technical, aesthetic, and conceptual knowledge. <small>GenEd: B1, C1</small>	<b>PROGRAM LEARNING OUTCOME</b>	Consistently able to solve creative problems with synthesis of technical, aesthetic, and conceptual knowledge.	Often but not consistently able to solve creative problems with synthesis of technical, aesthetic, and conceptual knowledge.	Relatively infrequently able to solve creative problems with synthesis of technical, aesthetic, and conceptual knowledge.	Rarely able to solve creative problems with synthesis of technical, aesthetic, and conceptual knowledge.
	<b>PROJECT SPECIFICS</b>				
<b>DEVELOP</b> collaborative work methodologies in preparation for careers in game design.	<b>PROGRAM LEARNING OUTCOME</b>	Consistently able to work collaboratively with peers.	Often but not consistently able to work collaboratively with peers.	Relatively infrequently able to work collaboratively with peers.	Rarely able to work collaboratively with peers.
	<b>PROJECT SPECIFICS</b>				
<b>COMMUNICATE</b> their ideas professionally and connect with their intended audience using visual, oral, and written presentation skills relevant to their	<b>PROGRAM LEARNING OUTCOME</b>	Consistently communicates ideas clearly and effectively through speaking or writing.	Often but not consistently communicates ideas clearly and effectively through speaking or writing.	Relatively infrequently communicates ideas clearly and effectively through speaking or writing.	Rarely communicates ideas clearly and effectively through speaking or writing.
	<b>PROJECT SPECIFICS</b>				

field. GenEd: A2, C3					
<b>EVALUATE work in their field, including their own work, using professional terminology and the vocabulary of game design and development.</b>	<b>PROGRAM LEARNING OUTCOME</b>	Consistently evaluates work in their field using professional terminology and the vocabulary of game design.	Often but not consistently evaluates work in their field using professional terminology and the vocabulary of game design.	Relatively infrequently evaluates work in their field using professional terminology and the vocabulary of design.	Rarely evaluates work in their field using professional terminology and the vocabulary of design.
	<b>PROJECT SPECIFICS</b>				
<b>RECOGNIZE the influence of media culture and aesthetic trends in game design.</b> GenEd: B1, B2	<b>PROGRAM LEARNING OUTCOME</b>	Consistently demonstrates knowledge of the influence of media culture and aesthetic trends in art and design.	Often but not consistently demonstrates knowledge of the influence of media culture and aesthetic trends in art and design.	Relatively infrequently demonstrates knowledge of the influence of media culture and aesthetic trends in art and design.	Rarely demonstrates knowledge of the influence of media culture and aesthetic trends in art and design.
	<b>PROJECT SPECIFICS</b>				

## GAME DESIGN EXAMPLE PROJECT

MASTERED	DEVELOPING	EMERGING	BENCHMARK
4	3	2	1
<ul style="list-style-type: none"> <li><a href="http://dylanshad.com/blog/gd101/2017/12/24/group-2-gdd-final-project/">http://dylanshad.com/blog/gd101/2017/12/24/group-2-gdd-final-project/</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://dylanshad.com/blog/gd101/2017/12/24/1010/">http://dylanshad.com/blog/gd101/2017/12/24/1010/</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://dylanshad.com/blog/gd101/2017/12/21/gdd-group-4/">http://dylanshad.com/blog/gd101/2017/12/21/gdd-group-4/</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://dylanshad.com/blog/gd101/wp-content/uploads/sites/4/2017/12/GDD-Game-3.pdf">http://dylanshad.com/blog/gd101/wp-content/uploads/sites/4/2017/12/GDD-Game-3.pdf</a></li> </ul>



## GD 102 Beyond Games

**Assessment Lead : Alec McClure**

This course level assessment will be used to measure our student development towards Program Learning Outcomes for the Game Design major. Assessment for introductory classes are often expected to be lower than those for advanced levels. The rubric below attempts to describe both the Program Learning Outcome and how that outcome would look in this specific project framework.

### PROJECT LESSON PLAN

This project will involve students creating a proposal for a game to be used to address a social issue by educating, informing and entertaining a target audience. The proposal should be around 3 pages and must include the following sections:

- Clearly described research into the chosen social issue(s)
- A game objective
- A description of the core mechanic
- A narrative outline
- A list of precedents being referenced

Students will give a formal presentation of their project proposals for critique.

### ASSESSMENT RUBRIC

GD102		MASTERED	DEVELOPING	EMERGING	BENCHMARK
		4	3	2	1
<b>COMMUNICATE</b> their ideas professionally and connect with their intended audience using visual, oral, and written presentation	<b>PROGRAM LEARNING OUTCOME</b>	Consistently communicates ideas clearly and effectively through speaking or writing.	Often but not consistently communicates ideas clearly and effectively through speaking or writing.	Relatively infrequently communicates ideas clearly and effectively through speaking or writing.	Rarely communicates ideas clearly and effectively through speaking or writing.

<b>skills relevant to their field.</b> GenEd: A2, C3	PROJECT SPECIFICS				
<b>EVALUATE work in their field, including their own work, using professional terminology and the vocabulary of game design and development.</b>	PROGRAM LEARNING OUTCOME	Consistently evaluates work in their field using professional terminology and the vocabulary of game design.	Often but not consistently evaluates work in their field using professional terminology and the vocabulary of game design.	Relatively infrequently evaluates work in their field using professional terminology and the vocabulary of design.	Rarely evaluates work in their field using professional terminology and the vocabulary of design.
	PROJECT SPECIFICS				
<b>RECOGNIZE the influence of media culture and aesthetic trends in game design</b> GenEd: B1, B2	PROGRAM LEARNING OUTCOME	Consistently demonstrates knowledge of the influence of media culture and aesthetic trends in art and design.	Often but not consistently demonstrates knowledge of the influence of media culture and aesthetic trends in art and design.	Relatively infrequently demonstrates knowledge of the influence of media culture and aesthetic trends in art and design.	Rarely demonstrates knowledge of the influence of media culture and aesthetic trends in art and design.
	PROJECT SPECIFICS				

## GAME DESIGN EXAMPLE PROJECT

MASTERED	DEVELOPING	EMERGING	BENCHMARK
4	3	2	1
•	•	•	•

## GD 105 Game Programming I

**Assessment Lead : Alec McClure**

This course level assessment will be used to measure our student development towards Program Learning Outcomes for the Game Design major. Assessment for introductory classes are often expected to be lower than those for advanced levels. The rubric below attempts to describe both the Program Learning Outcome and how that outcome would look in this specific project framework.

### PROJECT LESSON PLAN

The Final Game (FG) for GD105 is a standalone digital game produced in Processing using the fundamentals of code covered throughout the semester. The project starts with a short pitch presentation, 2 functional prototypes and finally a fully standalone game, built out for desktop use and downloadable as a game on the itch platform (itch.io). Students give a 6 minute, formal presentation of the project at the end of the semester.

### ASSESSMENT RUBRIC

GD105		MASTERED	DEVELOPING	EMERGING	BENCHMARK
		4	3	2	1
PRODUCE a body of work suitable for seeking professional opportunities in their chosen field of game design.	PROGRAM LEARNING OUTCOME	Work reflects highly marketable skills suitable for seeking professional opportunities in their chosen field.	Work reflects marketable skills suitable for seeking professional opportunities in their chosen field.	Work reflects skills that have potential for seeking professional opportunities in their chosen field.	Work does not show skills suitable for seeking professional opportunities in their chosen field.
	PROJECT	• Accessible and	• Accessible	• Underrepresente	• Missing,

	<b>SPECIFICS</b>	professional looking documentation page <ul style="list-style-type: none"> <li>Fully realized game with functional mechanics.</li> </ul>	documentation and game. <ul style="list-style-type: none"> <li>Partially realized game with core functionality</li> </ul>	d and unprofessional webpage. <ul style="list-style-type: none"> <li>Game is downloadable and playable.</li> </ul>	nonfunctional or inaccessible documentation page or game.
<b>SOLVE CREATIVE PROBLEMS within their field of game design, including research and synthesis of technical, aesthetic, and conceptual knowledge.</b> GenEd: B1, C1	<b>PROGRAM LEARNING OUTCOME</b>	Consistently able to solve creative problems with synthesis of technical, aesthetic, and conceptual knowledge.	Often but not consistently able to solve creative problems with synthesis of technical, aesthetic, and conceptual knowledge.	Relatively infrequently able to solve creative problems with synthesis of technical, aesthetic, and conceptual knowledge.	Rarely able to solve creative problems with synthesis of technical, aesthetic, and conceptual knowledge.
	<b>PROJECT SPECIFICS</b>	<ul style="list-style-type: none"> <li>Core project concept is realized in a mostly intact way</li> </ul>	<ul style="list-style-type: none"> <li>Code demonstrates some competency at goal achievement</li> <li>Core project concept is modified to fit technical limitations</li> </ul>	<ul style="list-style-type: none"> <li>Core project concept under delivers on concept pitched</li> </ul>	<ul style="list-style-type: none"> <li>Project expresses a very limited, if any, relationship to that concept pitched</li> </ul>
<b>BUILD a working knowledge of coding fundamentals and utilize in game development.</b>	<b>PROGRAM LEARNING OUTCOME</b>	Work consistently reflects a working knowledge of coding fundamentals.	Work often but not consistently reflects a working knowledge of coding fundamentals.	Work relatively infrequently reflects a working knowledge of coding fundamentals.	Work does not reflect a working knowledge of coding fundamentals.
	<b>PROJECT SPECIFICS</b>	<ul style="list-style-type: none"> <li>Code demonstrates a robust core competency and familiarity with fundamental concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Code demonstrates some core competency and familiarity with fundamental concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Code demonstrates familiarity with the use of core code concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Code is inaccessible or inappropriately used.</li> </ul>
<b>RECOGNIZE the influence of media culture and aesthetic trends in game design</b> GenEd: B1, B2	<b>PROGRAM LEARNING OUTCOME</b>	Consistently demonstrates knowledge of the influence of media culture and aesthetic trends in art and design.	Often but not consistently demonstrates knowledge of the influence of media culture and aesthetic trends in art and design.	Relatively infrequently demonstrates knowledge of the influence of media culture and aesthetic trends in art and design.	Rarely demonstrates knowledge of the influence of media culture and aesthetic trends in art and design.
	<b>PROJECT</b>	<ul style="list-style-type: none"> <li>Code cites and</li> </ul>	<ul style="list-style-type: none"> <li>Code generally cites and</li> </ul>	<ul style="list-style-type: none"> <li>Code generally</li> </ul>	<ul style="list-style-type: none"> <li>No citations of</li> </ul>



	<b>SPECIFICS</b>	acknowledges all sources used, if any. • Presentation thoroughly lists influences and precedents	acknowledges sources used, if any. • Presentation lists basic influences and precedents	cites and acknowledges sources used, if any.	sources used
--	------------------	---	--	--	--------------

## GD105 EXAMPLE PROJECT

MASTERED	DEVELOPING	EMERGING	BENCHMARK
4	3	2	1
	<ul style="list-style-type: none"> <li>• <a href="https://dima1988.itch.io/divergame">https://dima1988.itch.io/divergame</a></li> <li>• <a href="https://eligambit.itch.io/game-design-dragon">https://eligambit.itch.io/game-design-dragon</a></li> <li>• <a href="https://avlisx.itch.io/my-art-teacher-is-a-sloth">https://avlisx.itch.io/my-art-teacher-is-a-sloth</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://harbinger1996.itch.io/jumping-platypus">https://harbinger1996.itch.io/jumping-platypus</a></li> <li>• <a href="https://samurai-bear.itch.io/the-unbreakable-oni-slaying-bear">https://samurai-bear.itch.io/the-unbreakable-oni-slaying-bear</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://mark-richard.itch.io/nautilusmarkrichard">https://mark-richard.itch.io/nautilusmarkrichard</a></li> </ul>

## GD 201 Digital Games

**Assessment Lead : Alec McClure**

This course level assessment will be used to measure our student development towards Program Learning Outcomes for the Game Design major. Assessment for introductory classes are often expected to be lower than those for advanced levels. The rubric below attempts to describe both the Program Learning Outcome and how that outcome would look in this specific project framework.

### PROJECT LESSON PLAN

Forming a team of 3-5 students, choose one of the Project 1 game cores. Develop a set of levels for that game core. These levels should teach the game, introduce a few new mechanics, and provide a sense of progression for the player. (for full details, see [reference syllabus](#))

### ASSESSMENT RUBRIC

GD201		MASTERED	DEVELOPING	EMERGING	BENCHMARK
		4	3	2	1
<b>SOLVE CREATIVE PROBLEMS</b> within their field of game design, including research and synthesis of technical, aesthetic, and conceptual knowledge. <small>GenEd: B1, C1</small>	<b>PROGRAM LEARNING OUTCOME</b>	Consistently able to solve creative problems with synthesis of technical, aesthetic, and conceptual knowledge.	Often but not consistently able to solve creative problems with synthesis of technical, aesthetic, and conceptual knowledge.	Relatively infrequently able to solve creative problems with synthesis of technical, aesthetic, and conceptual knowledge.	Rarely able to solve creative problems with synthesis of technical, aesthetic, and conceptual knowledge.
	<b>PROJECT SPECIFICS</b>				
<b>DEVELOP collaborative</b>	<b>PROGRAM LEARNING</b>	Consistently able to work collaboratively with peers.	Often but not consistently able	Relatively infrequently able	Rarely able to work

work methodologies in preparation for careers in game design.	OUTCOME		to work collaboratively with peers.	to work collaboratively with peers.	collaboratively with peers.
	PROJECT SPECIFICS				

## GAME DESIGN EXAMPLE PROJECT

MASTERED	DEVELOPING	EMERGING	BENCHMARK
4	3	2	1

## **GD 205 Game Programming II**

### **Assessment Lead : Alec McClure**

This course level assessment will be used to measure our student development towards Program Learning Outcomes for the Game Design major. Assessment for introductory classes are often expected to be lower than those for advanced levels. The rubric below attempts to describe both the Program Learning Outcome and how that outcome would look in this specific project framework.

## **PROJECT LESSON PLAN**

The GD205 Final Project is a fully functional digital game project taking place at the end of GD205. The projects should...

- be well commented in the scripts

- be hosted in a Github repo
- (must) use loops, arrays, raycasting, animations, key and mouse interactions, conditional statements, etc.
- NOT have assets with a “default” look to it (e.g., no default skybox, no primitives with default material, etc.)
- be accessible as a WebGL build on an itch.io page with a few paragraphs description of the game, instructions, images and/or video

## ASSESSMENT RUBRIC

GD205		MASTERED	DEVELOPING	EMERGING	BENCHMARK
		4	3	2	1
<b>PRODUCE</b> a body of work suitable for seeking professional opportunities in their chosen field of game design.	<b>PROGRAM LEARNING OUTCOME</b>	Work reflects highly marketable skills suitable for seeking professional opportunities in their chosen field.	Work reflects marketable skills suitable for seeking professional opportunities in their chosen field.	Work reflects skills that have potential for seeking professional opportunities in their chosen field.	Work does not show skills suitable for seeking professional opportunities in their chosen field.
	<b>PROJECT SPECIFICS</b>	Accessible and professional looking documentation page  Fully realized game with functional mechanics.	Accessible documentation and game.  Partially realized game with core functionality	Underrepresented and unprofessional webpage.  Game is downloadable and playable.	Missing, nonfunctional or inaccessible documentation page or game.
<b>SOLVE CREATIVE PROBLEMS</b> within their field of game design, including research and	<b>PROGRAM LEARNING OUTCOME</b>	Consistently able to solve creative problems with synthesis of technical, aesthetic, and conceptual knowledge.	Often but not consistently able to solve creative problems with synthesis of technical,	Relatively infrequently able to solve creative problems with synthesis of technical,	Rarely able to solve creative problems with synthesis of technical, aesthetic, and

<b>synthesis of technical, aesthetic, and conceptual knowledge.</b> GenEd: B1, C1			aesthetic, and conceptual knowledge.	aesthetic, and conceptual knowledge.	conceptual knowledge.
	<b>PROJECT SPECIFICS</b>	Core project concept is realized in a mostly intact way.	Code demonstrates some competency at goal achievement.  Core project concept is modified to fit technical limitations.	Core project concept under delivers on concept pitched	Project expresses a very limited, if any, relationship to the concept pitched.
<b>COMMUNICATE their ideas professionally and connect with their intended audience using visual, oral, and written presentation skills relevant to their field.</b> GenEd: A2, C3	<b>PROGRAM LEARNING OUTCOME</b>	Consistently communicates ideas clearly and effectively through speaking or writing.	Often but not consistently communicates ideas clearly and effectively through speaking or writing.	Relatively infrequently communicates ideas clearly and effectively through speaking or writing.	Rarely communicates ideas clearly and effectively through speaking or writing.
	<b>PROJECT SPECIFICS</b>	Final presentation clearly communicates all the important information and all web documentation is professional and accessible.	Final presentation clearly communicates the most important information and all web documentation is professional and accessible.	Final presentation communicates the most basic information and all web documentation is submitted and accessible.	Final presentation fails to communicate the most basic information and some or all web documentation is inaccessible.
<b>BUILD a working</b>	<b>PROGRAM</b>	Work consistently reflects	Work often but	Work relatively	Work does not

<b>knowledge of coding fundamentals and utilize in game development.</b>	<b>LEARNING OUTCOME</b>	a working knowledge of coding fundamentals.	not consistently reflects a working knowledge of coding fundamentals.	infrequently reflects a working knowledge of coding fundamentals.	reflect a working knowledge of coding fundamentals.
	<b>PROJECT SPECIFICS</b>	Code demonstrates a robust core competency and familiarity with fundamental object oriented programming concepts.	Code demonstrates some core competency and familiarity with fundamental object oriented programming concepts.	Code demonstrates familiarity with the use of core object oriented programming concepts.	Code is inaccessible or completely inappropriately used.

## GAME DESIGN EXAMPLE PROJECT

MASTERED	DEVELOPING	EMERGING	BENCHMARK
4	3	2	1
<a href="https://yukiodaichi.itch.io/shell-finder">https://yukiodaichi.itch.io/shell-finder</a>	<a href="https://gvwassa.itch.io/represent-me">https://gvwassa.itch.io/represent-me</a> <a href="https://phonereel.itch.io/finding-entertainment">https://phonereel.itch.io/finding-entertainment</a>	<a href="https://jonnyboii2.itch.io/flight-sim-vs-barb">https://jonnyboii2.itch.io/flight-sim-vs-barb</a> <a href="https://sk8terkev777.itch.io/wacky-murderous-architecs">https://sk8terkev777.itch.io/wacky-murderous-architecs</a> <a href="https://blaznwolf.itch.io/the-chase-scene">https://blaznwolf.itch.io/the-chase-scene</a> <a href="https://courtneyramos65gmailcom.itch.io/revengeoftheactivist">https://courtneyramos65gmailcom.itch.io/revengeoftheactivist</a>	<a href="https://droneman262.itch.io/jake-paul">https://droneman262.itch.io/jake-paul</a>

--	--	--	--

## GD 210 Game Studio

**Assessment Lead : Alec McClure**

This course level assessment will be used to measure our student development towards Program Learning Outcomes for the Game Design major. Assessment for introductory classes are often expected to be lower than those for advanced levels. The rubric below attempts to describe both the Program Learning Outcome and how that outcome would look in this specific project framework.

## PROJECT LESSON PLAN

The [Game Studio Capstone Project](#) is an 8-week long project meant to apply and contextualize all skills and knowledge acquired throughout the A.A.S. Game Design program. It is the final assignment in GD210 Game Studio, which is intended as the final course game design students take.

## ASSESSMENT RUBRIC

GD210		MASTERED	DEVELOPING	EMERGING	BENCHMARK
		4	3	2	1
<b>PRODUCE a body of work suitable for seeking professional opportunities in their chosen field of game design.</b>	<b>PROGRAM LEARNING OUTCOME</b>	Work reflects highly marketable skills suitable for seeking professional opportunities in their chosen field.	Work reflects marketable skills suitable for seeking professional opportunities in their chosen field.	Work reflects skills that have potential for seeking professional opportunities in their chosen field.	Work does not show skills suitable for seeking professional opportunities in their chosen field.
	<b>PROJECT SPECIFICS</b>	<ul style="list-style-type: none"><li>• Excellently documented publicly accessible project</li><li>• Game is web playable or</li></ul>	<ul style="list-style-type: none"><li>• Game has appropriate documentation and is publicly accessible.</li><li>• Game is</li></ul>	<ul style="list-style-type: none"><li>• Game documentation is present, but underrepresented and/or unprofessional</li></ul>	<ul style="list-style-type: none"><li>• Game is devoid of or missing most of the required documentation</li><li>• Game is broken</li></ul>



		downloadable and fully functional.	promising given additional development. <ul style="list-style-type: none"> <li>Game is web playable or downloadable and fully functional.</li> </ul>	in appearance. <ul style="list-style-type: none"> <li>Game is accessible/functional, but may be hindered by key elements.</li> </ul>	or inaccessible.
<b>SOLVE CREATIVE PROBLEMS within their field of game design, including research and synthesis of technical, aesthetic, and conceptual knowledge.</b> GenEd: B1, C1	<b>PROGRAM LEARNING OUTCOME</b>	Consistently able to solve creative problems with synthesis of technical, aesthetic, and conceptual knowledge.	Often but not consistently able to solve creative problems with synthesis of technical, aesthetic, and conceptual knowledge.	Relatively infrequently able to solve creative problems with synthesis of technical, aesthetic, and conceptual knowledge.	Rarely able to solve creative problems with synthesis of technical, aesthetic, and conceptual knowledge.
	<b>PROJECT SPECIFICS</b>	<ul style="list-style-type: none"> <li>Concept is minimally compromised due to technical limitations.</li> <li>Game rules are cohesive and gameplay is engaging.</li> </ul>	<ul style="list-style-type: none"> <li>Concept is somewhat compromised due to technical limitations.</li> <li>Game rules are cohesive and gameplay is promising.</li> </ul>	<ul style="list-style-type: none"> <li>Concept is fundamentally compromised due to technical limitations.</li> <li>Game rules are cohesive and gameplay is broken.</li> </ul>	<ul style="list-style-type: none"> <li>Gameplay is absent or inaccessible.</li> <li>Rules are unknown to the player.</li> </ul>
<b>DEVELOP collaborative work methodologies in preparation for careers in game design.</b>	<b>PROGRAM LEARNING OUTCOME</b>	Consistently able to work collaboratively with peers.	Often but not consistently able to work collaboratively with peers.	Relatively infrequently able to work collaboratively with peers.	Rarely able to work collaboratively with peers.
	<b>PROJECT SPECIFICS</b>	<ul style="list-style-type: none"> <li>Students fairly divide the workload and each member contributed.</li> <li>Open and respectful lines of communication carry throughout the semester.</li> </ul>	<ul style="list-style-type: none"> <li>Each team member contributes to the project, but the work may be unevenly distributed.</li> <li>Open and respectful lines of communication carry throughout the semester.</li> </ul>	<ul style="list-style-type: none"> <li>Most team members contribute to the project, but it is unclear how some contributed.</li> <li>Open and respectful lines of communication generally carry throughout the semester.</li> </ul>	<ul style="list-style-type: none"> <li>Less than half the team contributed most of the work of the project.</li> <li>Communication appears to have broken down.</li> </ul>

<b>COMMUNICATE their ideas professionally and connect with their intended audience using visual, oral, and written presentation skills relevant to their field.</b> GenEd: A2, C3	<b>PROGRAM LEARNING OUTCOME</b>	Consistently communicates ideas clearly and effectively through speaking or writing.	Often but not consistently communicates ideas clearly and effectively through speaking or writing.	Relatively infrequently communicates ideas clearly and effectively through speaking or writing.	Rarely communicates ideas clearly and effectively through speaking or writing.
	<b>PROJECT SPECIFICS</b>	<ul style="list-style-type: none"> <li>GDD and webpage communicates the core concept and mechanics.</li> <li>Presentation is informative, easy to follow and well practiced.</li> </ul>	<ul style="list-style-type: none"> <li>GDD or webpage communicates the core concept and mechanics.</li> <li>Presentation is informative and easy to follow.</li> </ul>	<ul style="list-style-type: none"> <li>GDD or webpage communicates the core concept, but may be missing core elements.</li> <li>Presentation is informative, but poorly thought out.</li> </ul>	<ul style="list-style-type: none"> <li>Barren GDD or webpage, lacking key information.</li> <li>Presentation is hard to follow and confusing.</li> </ul>
<b>BUILD a working knowledge of coding fundamentals and utilize in game development.</b>	<b>PROGRAM LEARNING OUTCOME</b>	Work consistently reflects a working knowledge of coding fundamentals.	Work often but not consistently reflects a working knowledge of coding fundamentals.	Work relatively infrequently reflects a working knowledge of coding fundamentals.	Work does not reflect a working knowledge of coding fundamentals.
	<b>PROJECT SPECIFICS</b>	<ul style="list-style-type: none"> <li>Project is fully functional with minimal or no present bugs.</li> </ul>	<ul style="list-style-type: none"> <li>Project is fully functional, but may be hindered by bugs and glitches.</li> </ul>	<ul style="list-style-type: none"> <li>Project lacks some functionality and is hindered by bugs.</li> </ul>	<ul style="list-style-type: none"> <li>Project is unplayable and/or development skills are not represented.</li> </ul>
<b>EVALUATE work in their field, including their own work, using professional terminology and the</b>	<b>PROGRAM LEARNING OUTCOME</b>	Consistently evaluates work in their field using professional terminology and the vocabulary of game design.	Often but not consistently evaluates work in their field using professional terminology and the vocabulary of game design.	Relatively infrequently evaluates work in their field using professional terminology and the vocabulary of design.	Rarely evaluates work in their field using professional terminology and the vocabulary of design.

<b>vocabulary of game design and development.</b>	<b>PROJECT SPECIFICS</b>	<ul style="list-style-type: none"> <li>Weekly Development Logs communicate the state of development in a professional and critical way using industry terminology.</li> </ul>	<ul style="list-style-type: none"> <li>Weekly Development Logs communicate the state of development in a professional and critical way.</li> </ul>	<ul style="list-style-type: none"> <li>Weekly Development Logs communicate the state of development in a basic and uncritical way.</li> </ul>	<ul style="list-style-type: none"> <li>Weekly Development Logs are missing or unprofessional.</li> </ul>
<b>RECOGNIZE the influence of media culture and aesthetic trends in game design.</b> GenEd: B1, B2	<b>PROGRAM LEARNING OUTCOME</b>	Consistently demonstrates knowledge of the influence of media culture and aesthetic trends in art and design.	Often but not consistently demonstrates knowledge of the influence of media culture and aesthetic trends in art and design.	Relatively infrequently demonstrates knowledge of the influence of media culture and aesthetic trends in art and design.	Rarely demonstrates knowledge of the influence of media culture and aesthetic trends in art and design.
	<b>PROJECT SPECIFICS</b>	<ul style="list-style-type: none"> <li>Presentation clearly names precedents and locates the project within an industry and cultural context.</li> </ul>	<ul style="list-style-type: none"> <li>Presentation names some precedents and locates the project within an industry context.</li> </ul>	<ul style="list-style-type: none"> <li>Presentation names precedents and influences.</li> </ul>	<ul style="list-style-type: none"> <li>Presentation ignores industry and cultural context.</li> </ul>

## GAME DESIGN EXAMPLE PROJECT

MASTERED	DEVELOPING	EMERGING	BENCHMARK
4	3	2	1
<ul style="list-style-type: none"> <li><a href="https://nine9.itch.io/zombie-panic">https://nine9.itch.io/zombie-panic</a></li> <li><a href="https://yukiodaichi.itch.io/mirror-human">https://yukiodaichi.itch.io/mirror-human</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="https://droneman262.itch.io/neon-pathways">https://droneman262.itch.io/neon-pathways</a></li> <li><a href="https://jjsixten.itch.io/palpitor">https://jjsixten.itch.io/palpitor</a></li> <li><a href="https://droneman262.itch.io/neon-pathways">https://droneman262.itch.io/neon-pathways</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="https://typesaucy.itch.io/purp-v-greenn">https://typesaucy.itch.io/purp-v-greenn</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="https://rossblue.itch.io/iron-glory">https://rossblue.itch.io/iron-glory</a></li> </ul>