

## SE306: Project 2 Prototype Features Checklist

**How to use this sheet:** Fill in the **2 tables** below and submit as a PDF (one per team). Expand space in rows as needed.

### 1. FEATURES TABLE

(\*Y=Yes, N=No, P=Partial)

Features	Achieved? Y/N/P*	Comments/Description
An engaging game world layout to go with the storyline (e.g. with scenes, objects, and actors) And/or One completely playable level	Y	Game world with 4 rooms including the lab, cafeteria, principal's office and the field are complete. More rooms will be added in for the final game.
A clear game objective	Y	Aim of the game is to find out whether Bruce (person blamed for stealing the exam scripts) is really guilty. Erin (main character) has to go around collecting evidence before telling the principal of her final verdict)
Central character (or avatar) design and functionality (or another related/corresponding feature if your design does not include a central character.)	Y	Central character is Erin who is the head of the student council. She is able to communicate with other characters through dialogue, pick up items which act as potential evidence.
Various other characters with different mechanics (e.g. actions, speech, movement.)	Y	There are 4 other characters: Rita (Cafeteria lady), Bill (Science Guy), Jimmy (Bruce's best friend), Mr. Wilson (Principal).  All of these characters can communicate with Erin through dialogue.
A scoring system (e.g. points/time – either explicit to player or implicit; provide details of how its implemented if implicit, including examples in code.)	Y	A scoring system is present at the end of the game in the trial room where Erin tells the principal about who she thinks is guilty according to the evidence that she has collected. Her score is dependent on the choices which she makes during this trial.
A welcome screen (e.g. select a game, return to welcome screen and ability to start again.)	Y	Level screen is implemented. The Audio settings have not been completed yet since this wasn't a

		requirement for the prototype and our design for the settings might potentially change in the future.
An exit screen (e.g. to congratulate player if finished all designed levels or to alert player to indicate game over.)	Y	According to the choices that the player makes in the trial at the end of the game, the message shown in the end screen changes.
Some aspects of RNG (e.g. random item generation, enemy attacks except random level generation covered under 'design features')	Y	RNG aspect has been implemented in the minigame. The numbers, operations and result are randomly generated when the minigame is accessed in the cafeteria.
Playtesting of all above features within your own team.	Y	Playtesting was done throughout the implementation at critical points.
Playtesting of all above features BY at least one other team. List which team(s) playtested your game.	Y	7Lives play tested our game
Playtesting of all above features FOR at least one other team. List which team(s) you (members from your team) playtested for.	Y	Some members from our group play tested the 7Lives group's game.
<b>Feature swap/ any additional features / any comments:</b> <i>While the above are basic features, if for some reason a feature does not apply to your game, give us a <u>good reason</u> why it doesn't and add an <u>alternative feature</u> to this list that will be marked instead. Use this space to list any other features you've implemented and any other comments you may have.</i>		

## 2. SERIOUS CONCEPT TABLE

Please refer to "Serious Concept Mapping Guide" on Canvas for instructions on how to best fill this table.

<b>Serious Concept Selected</b>	Argumentation / Critical Thinking / <b>Critical Literacy</b>	
<b>Self-Evaluation of Mapping Achieved</b>	<b>Deep</b> / Medium / Surface	
<b>Sub-Concepts</b>	<b>Related Game Mechanics/Element(s)</b>	<b>Manifestation in Game Play (Examples, including screenshots as required.)</b>

<i>Source</i>	“Evidence” objects can be collected from talking to characters or collected throughout the game. Some “evidences” will have more credible sources than others and the player needs to distinguish them.	The player will gather a “detention slip” for Bruce with the timestamp mysteriously scribbled out as one evidence, claimed by Jimmy to “prove” that Bruce was in detention during the theft. Another evidence would be a Cafeteria register entry signed by Bruce at time of theft, but with a credible system-generated timestamp. Player must distinguish which to present for the case.
<i>Facts vs opinions</i>	Characters within the game will sometimes pass off opinions as a base for an argument to try and convince the player to their perspective. The player needs to recognize this and distinguish this from actual facts that are relevant to the case when making decisions.	When the player talks to Bill, he will try to convince you that the bully Bruce must have done the crime, because he was a horrible human being for bullying him in the past. The player must recognize this is an opinion, not a fact, and that it cannot be a concrete evidence to be presented for the case.
<i>Bias</i>	Certain characters within the game will have distinct biases to the suspect: either positively or negatively. Players must recognize this when interacting with them, and their interests affect the information they provide to the player	The characters Bill and Jimmy have clear biases towards Bruce within the game: Bill was a victim of Bruce in the past, while Jimmy is Bruce’s friend. When talking to these characters, the player needs to recognize the bias they have and avoid using them to present a valid case argument.