Project 1: Low Fidelity Prototyping (Team Size: 3)   15 pts

Goal: Demonstrate a working mechanic via a low-fidelity paper prototype to serve as the prototype for a digital game, while tracking and understanding how your game design changes over time.

Timeline:
- ❖ Mon, 9/8:   *Workshop in class:* Brainstorming, Team formation.
- ❖ Weds, 9/10: *Workshop in class:* Playtesting (Playable version required.)
- ❖ Mon, 9/15:
  - ➢ *Turn in:*
    - ■ Individual written postmortem (1 per person)
    - ■ Changelog (1 per team)
    - ■ Vision document (1 per team)
  - ➢ *In-class:*
    - ■ Presentation: 1-minute pitch of game
    - ■ Demonstration of game

Requirements:
- ➢ Meets themed constraint: "Planning for Randomness"
  - ○ Players are tasked with making meaningful decisions to plan and prepare for random outcomes based on imperfect or imprecise information.
- ➢ Maximum game time: 5 minutes for a single playthrough.
- ➢ Single player.
- ➢ The game experience is different for each playthrough.
- ➢ First-time players will be provided one minute of spoken explanation or a half-sheet of instructions.

Prototype Description

Create a playable non-digital prototype for a potential video game in the form of a 'low fidelity prototype'. In this case, 'low fidelity' means that your design process is a series of rough sketches of gameplay: of one core mechanic with no more than one or two additional mechanics to help strengthen the core mechanic. Thought and execution should be directed towards the implementation of these mechanics via rules and systems more so than artistic or material polish.

Your prototype must be an interactive single player game, with a typical complete playthrough in about 5 minutes. Since this is a prototype for a digital game, you may have a person who stands in for the 'Computer' to run the prototype, update the state of the game, and describe to the

player the results of choices/actions. However, the Computer's turns are included in the 'five minute running time' of the overall game. Keep all interactions and computations as short and simple as possible!

Finished prototypes must include all necessary materials for running the prototype - boards, pieces, cards, and instructions. Instructions need to include setup, player rules/instructions, and instructions for the person running the prototype (the person who plays the part of the Computer.) Instructions should allow the prototype to be set up and run without any of the original team members present. *Materials must be clear and easy to read, but **without any extraneous detail or polish** - no art unless it is absolutely necessary for the understanding of the game.*

Deliverables & Due Dates

9/10 Testing Session: Your team will run your game for other students; you should run your game at least 3 times. Each member of your team must also play at least two other prototypes from other teams. Revisions to your prototype may be made during the testing period.

9/15 Presentation: At the beginning of class, project teams will pitch their game as a possible project to be worked on for Project 2. This is a green-light presentation: half of the pitched games will be selected by the instructors as solid enough to be used for Project 2.

Presentations should contain the following:

❖ Brief description of high-level gameplay (one or two mechanics, basic interactions)
❖ Description of scope of a digital prototype: what is required for a digital prototype, what would be beyond the scope of a digital prototype.
❖ Reason this is a good or interesting project to work on in Project 2: a finding revealed during testing, an interesting game mechanic, …

9/15 Individual Postmortem: Each student is also responsible for writing a *short, single page, single spaced* individual postmortem paper. Papers should be turned in, in **.pdf format**, by the start of class on 9/15. The postmortem paper **must** include the following:

❖ A *short* description of the team's overall design goals with additional detail on the team's design process.
❖ Personal reflection on the results of the project.
  ➢ Call out both *good* and *bad* choices made by the team.
  ➢ Explain *why* those choices were made.
  ➢ Describe both *what worked well* and *what didn't work.*
❖ A summary of changes the individual or team could make in the future to improve overall team processes and deliverables.

Postmortem papers will be graded on content and grammar. A good postmortem contains all of the abovementioned content in readable English prose. An excellent postmortem focuses on

reflection and on possible future changes instead of simply describing the work.

9/15 Prototype: All games will be played and tested again during class, after presentations. If this project is chosen by a team for digital prototype development in Project 2, you will give this prototype to the team. Otherwise, the prototype & materials will be turned in to instructors at the end of the day.

9/15 Vision Document: Teams will write a first revision 'Vision' document in class on 9/10. A second revision is to be turned in, in .pdf format, reflecting any changes made since. A printout should be brought to class; if this game is selected for digital prototype development in Project 2, this Vision document will be given to the new team.

9/15 Changelog: To give the instructors some insight into your design process, we require the team to create & maintain a written changelog. At the end of each design session (whether in class or not), the team should create a short description of the key changes in their prototype's design this session, and add it to the changelog. The changelog should be turned in, in **.pdf format**; the team need only submit one copy for the whole group. See sample changelog below:

SAMPLE CHANGELOG:

Date	Actions	Goals	Problems
12/10/13	Single player game about a druglord who wants to be a carrot farmer. Player starts with a drug lab, customers & cash.	Get rid of druglab. Keep customers happy. Don't get busted by Feds.	How does the player decide on actions? What are the constraints & resources?
12/14/13	Can produce either 'good' drugs (keeps people addicted) or 'bad drugs.' (Percentage chance to kill off customers, but increases chance cops notice.)	Don't get busted by Feds. Retire rich & without customers.	Drug labs give a lot more than farms, how do we incentivize the player to want farms? How do we get rid of customers?
12/16/13	Decide whether each building is a drug lab or farm. Adjusted buying & selling costs.	First player to reach $100 and 0 drug labs wins. Don't get busted.	Game is too long if played safe. No danger of bust once you have no labs and a farm.
12/18/13	Percentage chance of being noticed by Feds. Bribery. Turns limited (max 10) by increasing chance of bust every turn.	First player to reach $100 and 0 drug labs wins. Don't get busted.	May need a tie-breaker rule.

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