

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	College of Integrative Sciences and Arts	Department/School
Prefix: LST	Number: 470	Title: Tokens, Taverns, and Tactics: Tabletop Game Analysis
		Units: 3

Course description:

Is this a cross-listed course? **No** If yes, please identify course(s):

Is this a shared course? **No** If so, list all academic units offering this course:

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics? **Yes**

If **yes**, each topic requires **an individual submission**, separate from other topics.

Requested designation: Literacy and Critical Inquiry

Mandatory Review: Yes

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucic@asu.edu.

Submission deadlines dates are as follow:

For Fall 2020 Effective Date: October 10, 2019

For Spring 2021 Effective Date: March 5, 2020

Area proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Checklists for general studies designations:

Complete and attach the appropriate checklist

[Literacy and Critical Inquiry core courses \(L\)](#)

[Mathematics core courses \(MA\)](#)

[Computer/statistics/quantitative applications core courses \(CS\)](#)

[Humanities, Arts and Design core courses \(HU\)](#)

[Social-Behavioral Sciences core courses \(SB\)](#)

[Natural Sciences core courses \(SQ/SG\)](#)

[Cultural Diversity in the United States courses \(C\)](#)

[Global Awareness courses \(G\)](#)

[Historical Awareness courses \(H\)](#)

A complete proposal should include:

- ☒ Signed course proposal cover form
- ☒ [Criteria checklist](#) for General Studies designation being requested
- ☒ Course catalog description
- ☒ Sample syllabus for the course
- ☒ Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Nick Maddox E-mail Nicholas.maddox@asu.edu Phone 480-727-4629

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Kevin Ellsworth Date: 8/26/2020

Chair/Director (Signature): 

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 1: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i>	Syllabus
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 20px; margin: 10px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.	Syllabus
1. Please describe the way(s) in which this criterion is addressed in the course design.			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 20px; margin: 10px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.	Syllabus
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 20px; margin: 10px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".</p> </div>			

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i>	Syllabus
1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 20px; margin: 10px auto; width: 80%;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4". </div>			
C-4			

Course Prefix	Number	Title	General Studies Designation
LST	470	Tokens, Taverns, and Tactics: Tabletop Game Analysis	L

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C-1	Approximately 51% of this course is based on individual writing assignments.	Students are required to complete 5 individual writing assignments all that require gathering, interpreting, and evaluation. There are 3 MDA analyses (one peer review) and two rulebook evaluations. These assignments require engagement with material and evaluation of several categories and elements, and are not solely opinion pieces.
C-2	This course asks students to play games with a critical eye. They must analyze mechanics that are utilized in their chosen game, as well as, gather information on how player interaction is implemented. Students then evaluate that information, and often give recommendations or recommend changes based on their evaluation of the elements.	Students must complete an analysis of a board game using the MDA model three times during the semester. Students are required to play a game and gather information on how MDA is deployed and evaluate each of success of that deployment. The third is a peer review MDA paper where they are asked to evaluate another student's game. Twice during the semester, students are also to evaluate a published rulebook. Through this assignment, they must review a rulebook looking for critical required information that makes up a successful rulebook. They then evaluate the information and recommend changes to the written text.
C-3	The course includes five writing assignments that are in-depth and require students to critically engage with the course material.	Both the MDA and Rulebook analyses are substantial writing assignments that require students to critically engage with the course material.
C-4	The writing assignments are spaced out to allow for students to have ample amount of time to receive feedback.	The assignments are spaced out with enough time to provide the students feedback to assist with future assignments. A detailed rubric is used and the paper is annotated for students to receive feedback. On the final MDA, students receive feedback from the instructor and peers. With their final rulebook assignment, there is also a faculty and peer review of the material.

LST 470: Tokens, Taverns, and Tactics

Fall B 2019 (October 16 – November 30, 2019)

Internet

Professor Nick Maddox

- Email: nicholas.maddox@asu.edu
- Phone: 480-965-1970
- Office Hours: By appointment

This course is offered by the [College of Integrative Sciences and Arts](#). For more information about the college, visit our website: cisa.asu.edu. If you have questions or concerns about this course, please speak with your instructor. If your instructor is unable to address your concerns, please send your inquiry to cisa@asu.edu.

Course Description

Offered by ASU's [College of Integrative Sciences and Arts](#)

This course will take an in-depth look at why we as people play games and how people in different cultures experience play using themes from both a humanities and social science context. Students will also explore topics in modern boardgame design focusing on Mechanic, Dynamics, and Aesthetics. By the end of this course, students will design and implement a tabletop game prototype.

Enrollment Requirements

Prerequisite(s): LST student; BIS/LST 370 with C or better; Senior status; ENG 102, 105 or 108 with C or better

Course Objectives

- Demonstrate the ability to analyze at least one topic/theme using humanities and social sciences perspectives
- Demonstrate the ability to apply insights, concepts or theories from the humanities and social sciences learned in LST 370
- Demonstrate the ability to apply inquiry skills learned in LST 370
- Demonstrate the ability to synthesize humanities and social sciences perspectives

Topic Specific Objectives

Required Material

- Access to Canvas LMS
- [Adobe Reader](#)
- Texts available through the [ASU Bookstore](#) or online retailers:
 - Geoff Engelstein, *Gametek: The Math and Science of Gaming* (ISBN 978-1543911848)
 - Mike Selinker, *Kobold Guide to Board Game Design* (ISBN 978-1936781041)
- Selected articles and screenings, as seen in the schedule below

Plagiarism Policy

In the “Student Academic Integrity Policy” manual, ASU defines “Plagiarism [as] using another's words, ideas, materials or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another's work or materials and for acknowledging and documenting the source appropriately.” [You can find more information about academic integrity here.](#)

Academic dishonesty, including inappropriate collaboration, will not be tolerated. There are severe sanctions for cheating, plagiarizing and any other form of academic dishonesty.

All written assignments are required to show the appropriate citations and use of text readings. Any absence of citations will result in score reductions and possible assignment failure.

Graded Work

I expect every student to leave this course with a more insightful understanding of how to explore and conduct interdisciplinary research. Along the way, you will engage your fellow classmates in online chat rooms and complete several steps leading to a finished design product. This includes...

- Academic Integrity Agreement = 10 points
- Discussion Boards = 220 points
- MDA Paper = 2 @100 points C1, C2, C3, C4
- Rules Rewrite = 2 @100 points C1, C2, C3, C4
- Design Project = 250 points
 - Print and Play files -30
 - Rule Book -60C4
 - Pitch -60
 - Peer MDA Analysis 100 C1, C2, C3, C4

Total = 880 points

0 to 500 Points (this course uses a +/- grading system)

- A 802 - 880 points
- B 723 - 801 points
- C 644 - 722 points
- D 565 - 643 points
- E 000 - 564 points

Course Outline

Module 0 – Let's Get Started! (Wednesday 10/16 - Sunday 10/20)		
Discussion Board:	<ul style="list-style-type: none"> • Introductions Initial Post • 2 Peer Responses 	Friday 10/18 Sunday 10/20
Assignment:	<ul style="list-style-type: none"> • Academic Integrity Agreement 	Wednesday 10/16
Module 1 – What Are Games & Why We Play Them? (Monday 10/21 - Sunday 10/27)		
Reading and Videos:	<ul style="list-style-type: none"> • Selinker 1-31 • Board Games' Golden Age article 	Sunday 10/27

	<ul style="list-style-type: none"> • Magic: The Gathering - Inside the World's Most Played Trading Card Game • The Royal Game of Ur Playthrough • Module 1 lecture 	
Discussion Board:	<ul style="list-style-type: none"> • Discussion 1 Initial Post • 2 Peer responses 	Friday 10/25 Sunday 10/27
Module 2 – Mechanics & MDA Approach (Monday 10/28 - Sunday 11/03)		
Reading and Videos:	<ul style="list-style-type: none"> • Selinker 33-71 • Mechanics Are More Important Than Theme article • Module 2 lecture 	Sunday 11/03
Discussion Board:	<ul style="list-style-type: none"> • Discussion 2 Initial Post • 2 Peer responses 	Friday 11/01 Sunday 11/03
Assignment:	<ul style="list-style-type: none"> • MDA Analysis 1 C1, C2, C3, C4 	Sunday 11/03
Module 3 – Psychology and Player Interaction (Monday 11/4 - Sunday 11/10)		
Reading and Videos:	<ul style="list-style-type: none"> • Selinker 73-106 • Engelstein 131-178 & 263 – 285 • Robin D. Laws Player Types • Module 3 lecture 	Sunday 11/10
Discussion Board:	<ul style="list-style-type: none"> • Discussion 4 Initial Post • 2 Peer responses 	Friday 11/08 Sunday 11/10
Assignment:	<ul style="list-style-type: none"> • Rules Rewrite C1, C2, C3, C4 • Final Design Pitch 	Sunday 11/10 Sunday 11/10
Module 4 – Let's Talk About Math (Monday 11/11 - Sunday 11/17)		
Reading and Videos:	<ul style="list-style-type: none"> • Engelstein 65-130 • Module 4 lecture 	
Discussion Board:	<ul style="list-style-type: none"> • Discussion 4 Initial Post • 2 Peer responses 	Friday 11/15 Sunday 11/17
Assignment:	<ul style="list-style-type: none"> • Rules Rewrite C1, C2, C3, C4 	Sunday 11/17
Module 5 – Designing with Theme in Mind (Monday 11/18 - Sunday 11/24)		
Reading and Videos:	<ul style="list-style-type: none"> • Theme is More Important Than Mechanics article • Module 5 lecture 	Sunday 11/24
Discussion Board:	<ul style="list-style-type: none"> • Discussion 5 Initial Post • 2 Peer responses 	Friday 11/22 Sunday 11/24
Assignment:	<ul style="list-style-type: none"> • MDA Analysis 2 C1, C2, C3, C4 	Sunday 11/24
Module 6 – Board Game Design and The Pitch (Monday 11/25 - Sunday 12/06)		
Reading and Videos:	<ul style="list-style-type: none"> • Selinker 107-136 • Module 6 lecture 	
Assignment:	<ul style="list-style-type: none"> • Final Rule Book C4 <ul style="list-style-type: none"> ○ 2 Peer Responses • Print and Play Files • Peer MDA Analysis C1, C2, C3, C4 	Friday 11/29 Sunday 12/01 Sunday 12/01 Thursday 12/5

Assignment Details

Discussion Boards X6

Discussion 1:

Directions: Answer all the questions below as completely as possible. You want to write at least 150 words per question – this minimum does not include citations (in-text notes per MLA or APA) and complete bibliographic citations at the end. If you need help with MLA or APA, manuals are available in the ASU bookstores, online vendors and in online resources. If you are using a media link, be sure to include it. In writing your answers, always include the number so we know which one is being answered. Lastly, there is no “right” or “wrong” answer – you just want to engage the item as best you can.

1. Why do you play games? Pick one or two of the reasons for play from the Module 1 lecture.
2. Which reason for play do you relate to the least?

When you are ready to post, click Reply and submit your answers.

Last, but not least, respond – in a thoughtful and engaging way – to at least two of your classmates' postings. Your responses should advance the discussion by offering insights, suggestions, and commentary. To respond, enter one of your peers' threads and select Reply.

Discussion 2:

Directions: Answer all the questions below as completely as possible. You want to write at least 150 words per question – this minimum does not include citations (in-text notes per MLA or APA) and complete bibliographic citations at the end. If you need help with MLA or APA, manuals are available in the ASU bookstores, online vendors and in online resources. If you are using a media link, be sure to include it. In writing your answers, always include the number so we know which one is being answered. Lastly, there is no “right” or “wrong” answer – you just want to engage the item as best you can.

1. Select three games that you will play this week. What mechanics used in each of these games? How did each one affect gameplay? Were the mechanics successfully used? How could they have been improved?
2. Choose one of the mechanics in the games you played and replace it with a mechanics discussed in the lecture or on the master list in module 2. How would this change gameplay? How does it change the experience? Make sure to discuss the effects on the various reasons for play from module 1?

When you are ready to post, click Reply and submit your answers.

Last, but not least, respond – in a thoughtful and engaging way – to at least two of your classmates' postings. Your responses should advance the discussion by offering insights, suggestions and commentary. To respond, enter one of your peers' threads and select Reply.

Discussion 3:

Directions: Answer all the questions below as completely as possible. You want to write at least 150 words per question – this minimum does not include citations (in-text notes per MLA or APA) and complete bibliographic citations at the end. If you need help with MLA or APA, manuals are available in the ASU bookstores, online vendors and in online resources. If you are using a media link, be sure to include it. In writing your answers, always include the number so we know which one is being answered. Lastly, there is no “right” or “wrong” answer – you just want to engage the item as best you can.

After reviewing Robert D. Laws Player Types, answer the following questions:

1. What player type are you? Which player type do you butting heads with at the table with and why?
2. Discuss three types of players that you will target with your final board game project.
3. Based on the information in Module 1 and 3, what challenges do you see appealing to those archetypes?

When you are ready to post, click Reply and submit your answers.

Last, but not least, respond – in a thoughtful and engaging way – to at least two of your classmates' postings. Your responses should advance the discussion by offering insights, suggestions, and commentary. To respond, enter one of your peers' threads and select Reply.

Discussion 4:

Directions: Answer all the questions below as completely as possible. You want to write at least 150 words per question – this minimum does not include citations (in-text notes per MLA or APA) and complete bibliographic citations at the end. If you need help with MLA or APA, manuals are available in the ASU bookstores, online vendors and in online resources. If you are using a media link, be sure to include it. In writing your answers, always include the number so we know which one is being answered. Lastly, there is no “right” or “wrong” answer – you just want to engage the item as best you can.

Select three games that you will play this week. Then answer the following questions:

1. What type of strategies do you see used in each of these games?
2. Was there a dominant strategy with any of the games that you played?
3. Describe two of the Math principles from your GameTek readings. How were these principles used in each of the three games? Do you feel that they were used effectively? If not, how would you change them?

When you are ready to post, click Reply and submit your answers.

Last, but not least, respond – in a thoughtful and engaging way – to at least two of your classmates' postings. Your responses should advance the discussion by offering insights, suggestions, and commentary. To respond, enter one of your peers' threads and select Reply.

Discussion 5:

Directions: Answer all the questions below as completely as possible. You want to write at least 150 words per question – this minimum does not include citations (in-text notes per MLA or APA) and complete bibliographic citations at the end. If you need help with MLA or APA, manuals are available in the ASU bookstores, online vendors and in online resources. If you are using a media link, be sure to include it. In writing your answers, always include the number so we know which one is being answered. Lastly, there is no “right” or “wrong” answer – you just want to engage the item as best you can.

1. Think back to all of the games you have played this semester. What themes were present in those games. Does that theme work for you? Why or Why not?
2. Describe the artwork of the game. Do you respond to that art style? Why or Why not?
3. What will the theme of your final board game project be? How did you decide on a theme? What kind of art style do you see your game utilizing?

When you are ready to post, click Reply and submit your answers.

Last, but not least, respond – in a thoughtful and engaging way – to at least two of your classmates' postings. Your responses should advance the discussion by offering insights, suggestions, and commentary. To respond, enter one of your peers' threads and select Reply.

Discussion 6:

Directions: For this discussion, you will post the rules to your game. Don't worry about the format at this point, you just want to make sure that you have the rules written out. You will be putting it into a formal rule book to submit next week. Use the [Lewis Pulsipher article \(Links to an external site.\)](#) as a basis for writing your rule book. Make sure to include section headings in your post. The key here is clarity. You want to make sure that your rules are easily understood by people who have never played your game. When you are ready to post, click Reply and submit your rules.

Last, but not least, respond – in a thoughtful and engaging way – to at least two of your classmates' postings. Your responses should advance the discussion by offering insights, suggestions, and commentary. This is a good chance for your peers to get some initial feedback on their rulebook. Make sure to point out any areas of confusion or inconsistencies to rules. To respond, enter one of your peers' threads and select Reply. Your evaluation should be roughly 250 words long. You will be graded on the structure, clarity, consistency, concision, and completeness of your evaluation.

Pick a writing style (MLA or APA) and be consistent in use. There are online web links to help with MLA and APA styles, along with the manuals sold in most bookstores. To respond, enter one of your peers' threads and select Reply.

MDA Paper X2 C1, C2, C3, C4

You will play one (1) tabletop game this week. The goal of this assignment is to add additional game mechanics and dynamics to your game design toolkit. For each Mechanics, Dynamics, and

Aesthetics (MDA; see Hunicke, LeBlanc, & Zubek, 2004) analysis, your MDA analysis will include (a) a brief description of the game's mechanics, (b) your analysis of how those game mechanics contribute to the game dynamics you observed and/or experienced during gameplay, and (c) your analysis of how those dynamics contribute to the game aesthetics you observed and/or experienced during gameplay. (Note that these words are used not in their everyday senses, but in the specialized senses explained by Hunicke et al., 2004.) This analysis should be 2-3 pages double spaced.

Pick a writing style (MLA or APA) and be consistent in use. There are online web links to help with MLA and APA styles, along with the manuals sold in most bookstores. To submit your assignment, click the Submit Assignment button and select Browse My Computer to locate your file.

Rules Rewrite X2 C1, C2, C3, C4

Read through the assigned rulebook provided this week.

- Evaluate the Powergrid rulebook based on the information from both Modules 2 and 3. Use the Lewis Pulsipher as a basis for your evaluation. You should provide a 500-word evaluation on the layout of the rule book and its clarity.
- Select 2-3 sections of the rulebook that you think need improvement. Either Rewrite those rules to improve them based on your critiques, or discuss what changes need to be made to this section (language, flow, layout etc.)

Your evaluation and re-write should be 2 pages in length. You will be graded on the structure, clarity, consistency, concision, and completeness of your evaluation and re-write.

Pick a writing style (MLA or APA) and be consistent in use. There are online web links to help with MLA and APA styles, along with the manuals sold in most bookstores.

To submit your assignment, click the Submit Assignment button and select Browse My Computer to locate your file.

Design Project

Pitch

After reading David Gray's Elevator Pitch, ([Links to an external site.](#)) create a pitch for the board game you will be developing over the course of the semester. This is your chance to pitch your idea and receive feedback. The format for your pitch is up to you, but I want you to address the following items in your pitch, as laid out by Gray. Your pitch should be at least 250 words, but no more than 500. If you are using a media link, be sure to include it. In writing your answers,

always include the number so I know which one is being answered. Lastly, there is no “right” or “wrong” answer – you just want to engage the items as best you can.

1. Who is the **target customer**?
2. What is the **customer need**?
3. What is the **product name**?
4. What is its **market category**?
5. What is its **key benefit**?
6. Who or what is the **competition**?
7. What is the product’s **unique differentiator**?

Pick a writing style (MLA or APA) and be consistent in use. There are online web links to help with MLA and APA styles, along with the manuals sold in most bookstores.

To submit your assignment, click the Submit Assignment button and select Browse My Computer to locate your file.

Print and Play files

Directions: For this assignment, you will upload the final copy of your rule book for your final game design project. Your rules should be laid out in a professional format. Make sure you include pictures and graphics where appropriate. In addition to your rulebook, you will also provide your print and play files for your game. This should include any necessary speciality components for your game (cards, dice, pieces etc). Make sure you take a look at your readings this week for tips on creating great print and plays.

To submit your assignment, click the Submit Assignment button and select Browse My Computer to locate your file. For this assignment, I have opened up the file type to include many different kinds of files. This assignment will be graded on how well you have incorporated concepts from this semester including Mechanics, Math, and Art.

Peer MDA Analysis C4

You will select one (1) of your peer's final game submissions and play it using the rules and the print and play files provided. The goal of this assignment is to add additional game mechanics and dynamics to your game design toolkit, as well as provide feedback to your fellow game designers. For each Mechanics, Dynamics, and Aesthetics (MDA; see Hunicke, LeBlanc, & Zubek, 2004) analysis, your analysis will include (a) a brief description of the game’s mechanics, (b) your analysis of how those game mechanics contribute to the game dynamics you observed and/or experienced during gameplay, and (c) your analysis of how those dynamics contribute to the game aesthetics you observed and/or experienced during gameplay. (Note that these words are used not in their everyday senses, but in the specialized senses explained by Hunicke et al., 2004.) 2-3 pages.

Pick a writing style (MLA or APA) and be consistent in use. There are online web links to help with MLA and APA styles, along with the manuals sold in most bookstores.

To submit your assignment, click the Submit Assignment button and select Browse My Computer to locate your file.

Final Rule Book C4

Directions: For this discussion, you will post the final rules to your game. Make sure to include a response to the feedback you received. Please explain the changes you made or the reason you chose not to incorporate your peer feedback. Your analysis should be roughly 250 words long. You will be graded on the structure, clarity, consistency, concision, and completeness of your analysis and rulebook.

To respond, enter one of your peers' threads and select Reply.

College Credit Statement

The Arizona Board of Regents, the governing board for ASU, NAU and the UofA, has a policy for how much time students should invest in their courses: "A minimum of 45 hours of work by each student is required for each unit of credit... Off-campus courses, regardless of mode of delivery, may be assigned credit based on competencies or learning outcomes that are acquired through coursework and are equivalent to those of students in a traditional classroom setting. An equivalent of 45 hours of work by each student is required for each unit of credit" ([see policy](#)). Therefore, in a 3-credit course, students should expect to invest 45 hours in class meetings (or the online equivalent), as well as 90 hours doing homework and assignments for a total of 135 hours in any given session (A, B or C). In this course and in other courses in your degree program, your faculty are committed to this standard because it promotes the breadth and depth of learning required in a high-quality university education. As you register for courses, keep this 135-hour standard in mind because, during some semesters, your work and/or family commitments may prevent you from taking a full load of classes.

Additional Information

Academic Integrity

Arizona State University and the College of Integrative Sciences and Arts strongly believe in academic integrity; thus, cheating and plagiarism are not tolerated. If a student is charged with academic dishonesty and found to be in violation, disciplinary action will be taken and a student's name will be kept on file. Academic dishonesty includes borrowing ideas without

proper citation, copying others' work (including information posted on the internet), failing to turn in your own work for group projects, as well as providing materials of any type to a homework help site or a study resource site. Disciplinary action may result in a reduced grade for the assignment or class, suspension or expulsion from the university, and/or an XE on his or her transcript. For further information, please read the [Student Academic Integrity policy](#).

Student Code of Conduct

Students are required to adhere to the behavior standards listed in the Arizona Board of Regents Policy Manual, [Chapter V – Campus and Student Affairs: Code of Conduct](#) and the [ACD 125: Computer, Internet, and Electronic Communications](#).

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 <http://www.asu.edu/aad/manuals/ssm/ssm201-10.html>. An instructor may withdraw a student from a course with a mark of "W" or "E" when the student's behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor.

Harassment Prohibited

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact the professor if you are concerned about online harassment of any kind, and he/she will put you in contact with the Dean of Students office.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. [ASU Counseling Services](#) is available if you wish discuss any concerns confidentially and privately.

Class Participation

Class participation is defined as completing assignments by their due date and actively participating in online discussions. Class participation is an essential part of your final grade. All absences count equally, irrespective of the cause, and students who exceed the allowed number of absences cannot pass the course and will receive a grade of F. Failure to submit three (3) assignments will result in failure.

Technology

Students who take online courses need reasonable computer competence and good study, internet and reading comprehension skills to be successful. Skills specific to individual courses may also be required; for example, proficiency with a Word processing package may be needed for an online writing course.

Technology excuses for late or incomplete assignments will not be accepted.

Email Communication

ASU email is an [official means of communication](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. All instructor correspondence will be sent to your ASU email account. For help with your email, go to MyASU > Service > Live Chat **or** New Ticket.

Sending Email to Instructor

When composing email messages, please include the course (BIS 470) in your subject. BIS faculty teach a lot of classes and this simple identification will help identify you and save time on course roster searches to match your name against several other class rosters.

Moreover, you must maintain a professional and academic tone when corresponding with your instructor. Failure to comply with these policies will result in an unreturned email.

I will reply to all emails within 24 hours. If I do not, it means that I did not receive your message.

Prohibition of Commercial Notetaking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

Trigger Warning

Please note that some course content may be deemed offensive by some students, although it is not my intention to offend anyone. In addition, some materials that we link with online might also be considered offensive, troubling, or difficult to review in terms of language or graphics. I attempt to provide warnings when introducing this kind of material; yet if I forget to do so, or if something else in my materials or posts from fellow students seems offensive, please contact me at nicholas.maddox@asu.edu, or the faculty head, Kevin Ellsworth.

Statement on Inclusion

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our community, state, nation and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality and intellectual perspective.

Establishing a Safe Environment

Learning takes place best when a safe environment is established in the classroom. In accordance with [SSM 104-02 of the Student Services Manual](#), students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, whether you agree with them or not.

Mental Health

As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating, and/or lack of motivation. These emotional health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. ASU Counseling Services provides counseling and crisis services for students who are experiencing a mental health concern. Any student may call or walk in to any ASU counseling center for a same day or future appointment to discuss any personal concern. [Here is the website](#). After-office hours and 24/7 ASU's dedicated crisis line is available for crisis consultation by calling 480-921-1006.

Students with Disabilities

If you need academic accommodations or special consideration of any kind to get the most out of this class, please let me know at the beginning of the course. If you have a disability and need a reasonable accommodation for equal access to education at ASU, please call Disability Resources for Students. [The site can be found here](#).

Excused Absences

Students may be excused from a class assignment for either of the two criteria below:

1. Excused absences related to religious observances/practices that are in accord with [ACD 304-04](#), "Accommodation for Religious Practices"
2. Excused absences related to university sanctioned events/activities that are in accord with [ACD 304-02](#), "Missed Classes Due to University-Sanctioned Activities"

Late Work

Any assignment turned in after the deadline will lose half credit and will be graded at the end of the semester. Only under extraordinary and well documented circumstances will the late penalty be waived. Such situations must be brought to the instructor's attention immediately after they occur. Original, official documentation must then be emailed or mailed to the instructor. If you wish to have that documentation returned, include a self-addressed, stamped envelope.

Accommodations will be made when deadlines coincide with religious holidays ([ACD 304-04](#)) or university sanctioned activities ([ACD 304-02](#)), but in these situations all efforts must be made to complete the work in advance of the deadlines/holidays/activities. Because most assignments in this class can be completed well in advance, such conflicts should rarely be an obstacle to meeting deadlines. All late work must be submitted by the last day of the course. No late work will be accepted thereafter.

Extra Credit

Extra credit is not offered in this course.

Campus Resources

As an ASU student, you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career exploration, and internships.

- [Tutoring](#)
- [Counseling Services](#)
- [Financial Aid](#)
- [Disability Resource Center](#)
- [Major/Career Exploration](#)
- [Career Services](#)
- [Student Organizations](#)
- [ASU Writing Centers](#)
- [ASU Police Department](#)
- [International Student Resources](#)

Syllabus Disclaimer

The course syllabus is an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule, but the possibility exists that unforeseen

events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via email or in the Announcements section on Blackboard.

.

Contents

Foreward.....	11
Introduction	13

Game Theory

Rock, Paper, Scissors	17
How To Win at Rock, Paper, Scissors	21
Rock, Paper, Scissors, and Choice	25
The Prisoner's Dilemma	27
Tit For Tat.....	31
Memory	35
Hidden But Trackable	39
The Innovation Limit	43
Monty Hall	47
Regret	51
Emergence	55
Incompleteness	59

Math

Dice and Luck	65
Past, Present, and Future	69
Regression Towards the Mean	73
Rating Systems	77
Triangular Numbers.....	81
Pseudorandom.....	85
Shuffling.....	89
Big Numbers	93
Graph Theory.....	97
Deduction.....	101

NP Complete.....	105
Expectation Value.....	109
Expectation Value Revisited.....	113
Flipping Probability.....	117
Intransitive Relationships.....	121
Fuzzy Logic.....	125

Psychology

Reviews	131
Group Think.....	133
Power.....	137
Analogies	141
Colonoscopies and Board Games.....	145
Hindsight Bias.....	147
Prospect Theory.....	151
Endowment	155
Endowed Progresss	159
Choice	163
Competence	167
Sunk Costs.....	171

Science

Quasicrystals.....	177
Microbes, Communities, and You.....	181
Noise.....	185
Noise, Part 2	189
Platonic Solids.....	193
Chaos	197
Evolution Games	201
Entanglement.....	205

Quantum Tic-Tac-Toe	209
Entropy	211
Statistical Mechanics	215
Game States	219

Game Mechanics

Trading Games.....	225
Push Your Luck.....	229
Dice Decks.....	233
Werewolf.....	237
Power Creep	241
Gamification.....	245
Player Engagement.....	249
Wild West Showdown.....	253

Psychology Games

The Ultimatum Game	261
Size and Fairness.....	265
Beauty Contests	269
Cheating.....	273
Reputation	277
Fiddling.....	281

History

Games of the Buddha.....	287
Badminton.....	291
Liturgy.....	295
Voting.....	299
Criticism	303

Epilogue

Phase Transitions.....	309
------------------------	-----

Table of Contents

[Credits](#)

[Foreword](#)

[Part 1: Concepting](#)

[The Game Is Not the Rules. By James Ernest](#)

[Play More Games. By Richard Garfield](#)

[Pacing Gameplay. By Jeff Tidball](#)

[Metaphor vs. Mechanics. By Matt Forbeck](#)

[Whose Game Is It Anyway? By Mike Selinker](#)

[Part 2: Design](#)

[How I Design a Game. By Andrew Looney](#)

[Design Intuitively. By Rob Daviau](#)

[Come on in and Stay a While. By Lisa Steenson](#)

[The Most Beautiful Game Mechanics. By Mike Selinker](#)

[Strategy Is Luck. By James Ernest](#)

[Let's Make It Interesting. By James Ernest](#)

[Part 3: Development](#)

[Developing Dominion. By Dale Yu](#)

[Thinking Exponentially. By Paul Peterson](#)

[Stealing the Fun. By Dave Howell](#)

[Writing Precise Rules. By Mike Selinker](#)

[It's Not Done Till They Say It's Done. By Teeuwynn Woodruff](#)

[Part 4: Presentation](#)

[Amazing Errors in Prototyping. By Steve Jackson](#)

[Everything You Always Wanted to Know About Prototypes*. By Dale Yu](#)

[Life's a Pitch. By Richard C. Levy](#)

[Getting Your Game Published. By Michelle Nephew](#)

[Afterword](#)