

GAME DESIGN & DEVELOPMENT PRINCIPLES

Assignment Rubric: Non-Digital Play, Game Mechanics vs. Tasks & Player Socialization

Course: Game Design & Development (#113605)

KDE Standards: #2 (Explore Non-Digital Games), #20, #23, #34, #54

Total Points: 100 Points (Standard Grade)

Class Structure: Pod Collaboration & Screen-Free Active Observation

ASSIGNMENT OVERVIEW & OBJECTIVES

In this activity, students analyze tabletop and non-digital games provided in class. Prior to playing or observing, students must master game rules, test underlying game logic, and identify core mechanics that differentiate interactive gameplay loops from routine, repetitive tasks. This lab emphasizes face-to-face player socialization, pod-level collaboration, screen-free engagement, and structured note-taking regarding player motivation and fun factor rewards.

EVALUATION MATRIX (100 POINTS TOTAL)

Evaluation Criteria	Exemplary (90–100%)	Proficient (80–89%)	Developing (70–79%)	Novice / Needs Work (<70%)	Pts
1. Mechanics vs. Tasks Analysis KDE Standards #2, #20, #34	Clearly identifies specific game mechanics, action loops, and feedback systems. Articulates an insightful distinction between player engagement/choice and routine tasks.	Identifies key mechanics and player actions. Explains the structural difference between a game and a task with clear gameplay examples.	Identifies surface-level rules or actions but struggles to explain why the experience is an engaging game rather than a task.	Minimal or incorrect identification of game mechanics; treats the gameplay activity merely as a non-interactive task.	/30
2. Socialization & Workplace Dynamics KDE Standard #54 / Syllabus	Deeply analyzes face-to-face social bonds vs. online/digital play. Directly connects tabletop interaction to corporate team retention, shared experiences, and developer collaboration.	Evaluates social interaction differences and notes the connection between shared physical experiences and workplace team-building.	Briefly notes social differences between tabletop and video games, but does not connect them to workplace retention or pod dynamics.	Omits reflection on player socialization, pod dynamics, or workplace retention concepts entirely.	/25
3. Rule Preparation & Gameplay Notes KDE Standards #2, #23	Thoroughly learns game rules prior to session. Takes detailed, reflective gameplay notes tracking decision points, player rewards, and fun factors.	Reviews rules prior to play. Takes structured notes on player actions, game rules, and rewards during play or active observation.	Shows partial understanding of game rules. Takes sparse or superficial notes during the tabletop session.	Fails to review rules beforehand. Takes no gameplay notes or displays passive, unengaged behavior during play/observation.	/25
4. Screen-Free Pod Etiquette Syllabus Workplace Rules	Exemplifies workplace readiness by remaining 100% screen-free (laptops closed, phones away) and actively engaging with podmates throughout the session.	Follows screen policy throughout the session with zero reminders needed and respects the pod learning environment.	Requires a reminder to put away electronic devices or maintain focus on the physical tabletop learning session.	Disregards screen-free policy or distracts podmates with electronic devices during tabletop play.	/20

STUDENT REFLECTION CHECKLIST & SYLLABUS POLICIES

- **Rule Review:** Did you read and understand the game rules prior to starting the session?
- **Mechanic Identification:** What specific action loops or decision trees kept players engaged? Why is this a game and not a task?
- **Social Observation:** How did face-to-face play build direct social bonds or communication among podmates?
- **Fun & Reward Reflection:** What rewards (cognitive, strategic, social) did players receive? What made it fun?
- **Workplace Policy:** Assignments submitted on time can be revised and refined. Late missing work follows the standard 80% maximum credit threshold per syllabus guidelines.