Analysis Project
Rules Paper
GAM 224, Prof. Robin Burke
Spring 2005

What is it:
Write a 5 page (1200 word) essay analyzing the game that you selected in Milestone #1. This paper will address the game primarily with respect to its rules. You will want to use the analysis schemas from the "Rules" section of the book and that we have covered in class: Emergence, Uncertainty, Information Theory, Systems of Information, Cybernetics, Game Theory, and Conflict. You will not be able to cover all of these topics in a 5 page paper, and not all of them will necessarily apply to every game. You will need to pick one or two schemas around which to organize your analysis.

Your paper must have a thesis, a central claim that it argues. That thesis must refer to the ideas in one or more "Rules" game analysis schemas. You do not need to discuss the entire game and all of its features. You will be isolating some aspects of the game that you think are interesting and relevant to the schemas you are looking at. However, you need to be very specific in making your argument. This means discussing particular objects, behaviors and interactions – you will need to take good notes about the game.

Your paper must be adequately documented. For this paper, you will probably only need to cite the game itself, the book and our lectures. However, if you use other sources, either to play the game or to understandings its workings, those must be cited as well.

What to turn in:

• Submit a hard copy of your paper in class on 5/2. I will accept late papers up to three days late for a penalty of ½ grade point per day.

Hints

• You may want to review my discussion from 4/6 on "Asteroids" as an example of in-depth game analysis.
• You will most likely discover while you are writing that there are additional details about the game that you need to cover. Leave yourself enough time to go back and forth between drafting your paper and playing the game.
• Note that you cannot use game lab computers for any purpose besides game play. Either bring a laptop or be prepared to take notes by hand.
• Refer to the Analysis Project Handout available on the course website for information on citation. The "Footnoting" section has detailed instructions for how sources should be documented. Papers that are not adequately documented will be returned ungraded for a rewrite.
• Do not attempt to cover all of the analysis schemas in your paper. A paper that attempts to address more than one or two of them will not be able to adequately cover any in depth. Any paper uses the chapters of the book as an outline and attempts to cover all of them will be returned ungraded for a rewrite.
• A paper that lacks a clear and supported thesis will be returned ungraded for a rewrite.
• The rubric below describes how Analysis Papers will be graded. To use it, look at the grade you wish to get for the assignment and then read the criteria underneath it. A paper will be graded based on which set of criteria best described it.
Rubric:

A = Exceptional
- Reflects unusually thorough and comprehensive understanding of the game analysis schemas.
- Analyzes, evaluates, and synthesizes evidence very effectively.
- Presents a clearly articulated thesis and highly persuasive argument that is probing, creative and nuanced.
- Reaches highly informed conclusions based on the evidence.
- Includes all of the most relevant and significant supporting evidence.
- Contains no factual inaccuracies.
- Is very well focused and organized.
- Is very well written and proofread with few to no errors in spelling, punctuation, grammar, syntax, etc.
- Is very well documented with no errors or omissions in citation.
- Employs a mature vocabulary, is highly attentive to word choice, and uses metaphors effectively.

B = Commendable
- Reflects clear understanding of the game analysis schemas.
- Analyzes, evaluates, and synthesizes evidence effectively.
- Presents a clearly identifiable thesis and defensible argument.
- Reaches informed conclusions based on the evidence.
- Includes relevant and significant supporting evidence.
- Contains only minor factual inaccuracies.
- Is well focused and organized.
- Is well written and proofread with few errors in spelling, punctuation, grammar, syntax, etc.
- Is well documented with few to no errors or omissions in citation.
- Employs a relatively mature vocabulary, is attentive to word choice, and uses metaphors effectively.

C = Competent
- Reflects adequate understanding of the game analysis schemas.
- Analyzes, evaluates, and synthesizes evidence somewhat effectively.
- Presents a thesis and argument that are reasonable but unpersuasive, simplistic, superficial, or logically flawed.
- Conclusions are reasonably well founded.
- Includes some supporting evidence but not all of it relevant.
- May have a major factual inaccuracy but most information is correct.
- Demonstrates adequate focus and organization.
- Is adequately written and proofread with some errors in spelling, punctuation, grammar, syntax, etc.
- Is adequately documented but may contain a minor errors or omissions in citation.
- Employs a limited vocabulary and relatively unsophisticated narrative style.

D = Limited Evidence of Achievement
- Reflects poor understanding of the game analysis schemas.
- Ineffectively analyzes, evaluates, and synthesizes evidence.
- Thesis and argument are unclear and/or very superficial.
- Reaches incomplete or inaccurate conclusions based on the evidence.
- Omits most of the relevant evidence and includes information that is largely inaccurate.
- Demonstrates inadequate focus and organization.
- Is poorly written and proofread with many errors in spelling, punctuation, grammar, syntax, etc.
- Is poorly documented with many and/or serious errors and omissions in citation.
- Employs a limited vocabulary and unsophisticated narrative style.

F = Minimal Evidence of Achievement
- Work that does not adequately meet ANY of the standards set forth above, or which is exceptionally inadequate in its thesis, ideas, evidence, writing, or documentation. In particular, an essay that merely summarizes the game's characteristics with respect to the analytic schemas.