What is it:
Each student will perform an in-depth analysis of a single game title resulting in a mid-term paper. The following are required elements:

- Substantial play-time with the title, sufficient to master basic game play and to encounter most of the game's components. (Playing the game all the way through would be ideal but not practical for most titles.)
- Researching the game's community presence through FAQ files, walk-throughs, fan sites, promotional materials and other documents.
- Researching the game's genesis and history, the developers of the game and their prior titles, any articles published on the game's technology or development experiences. (Game Developer Magazine is an excellent source, which is available on-line from the DePaul Library.)
- Analyzing and discussing the game relative to the 22 analytic dimensions discussed on the first day of class.

The midterm paper should be 8-10 pages, approximately 2000-2500 words. All references used should be cited including on-line works and the game itself.

Milestones:

- 1/10: Submit (using Course On-Line – http://dlweb.cti.depaul.edu/) your choice of game for your game analysis paper. Type the name of the game into the "comment" box that appears for "Midterm Project Milestone #1", you do not need to upload a document. Indicate if the game is not one owned by the CTI Game Lab.
- 1/24: Submit (using Course On-Line) your critical analysis notes drawn from your gameplay experience. The notes should cover each of the 22 game analysis dimensions discussed in class.
- 1/31: Final paper due (submit hard copy in class.)

Hints

- Be disciplined. Game play should only be about a quarter of the time you spend on this assignment, but it is easy to get "sucked in" by the game. If necessary, set a timer for 5-10 minutes, pause the game and take a break to write down your notes.
- Start early. You may need to become familiar with some other games of the same genre as the one you are researching. You will need to spend some time reading reviews and doing other research.
- Your paper should NOT, absolutely NOT, be structured around the 22 dimensions. Any paper that is organized in this way will be returned, ungraded for a rewrite. Your paper should have a thesis and an argument, using the dimensions as evidence to support the argument. Example thesis statement: "Chainsaw Chipmunks attempts in some ways to parody the fighting genre, but it is ultimately unsuccessful, due to excessive gore and lack of variety in opponents and tactics." A paper written to support this thesis would be organized around these points.
- You must cite in your bibliography all references used, including FAQs or strategy guides you used to play the game. If your paper includes an idea that is not original to you, such as the impressions of a game reviewer, you must provide a citation even if you rephrase what was said.
Rubric:

A = Exceptional
- Reflects unusually thorough and comprehensive understanding of the game analysis dimensions.
- 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 dimensions.
- 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 dimensions.
- 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 dimensions.
- 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 evidence with respect to the analytic dimensions.