

FORESIGHT GAME DESIGN SCHEDULE		
	Focus of in-class activities	Homework to be done before class
Week 1	<u>Introduction to Critical Play</u> Discussion of the notion of critical play as advocacy and initial teamwork to compose an equal participation agreement.	1. Read Flanagan, excerpts from <i>Critical Play</i> : “Introduction” (pp. 1–17) and “The Rise of Serious Games” (pp. 243–249).
	<u>Brainstorming Ideas</u> Discussion of how meaning is created in a game and teamwork to plan the research process. Guest visit by an expert from the Office of Sustainability	1. Browse resources on speculative futures 2. Read Zimmerman, excerpts from <i>The Rules We Break</i> : “A Few Ways to Think about Play” (pp. 20–30), “A Few Ways to Think about Systems” (pp. 68–78), and “A Few Ways to Think about Design” (pp. 132–141).
Week 2	<u>Invention through Research</u> Teamwork to share research and discuss ideas with a short report by each team at the end of the class session.	1. Preliminary research to share with the team (a 1-page research memo accompanied by references to the sources you found with links and short annotations, due in your team’s project tracking shared document) 2. A team member brings a board game to class to brainstorm
	<u>Designing Game Mechanics: Material and Structural Constraints</u> Discussion of game mechanics and teamwork on invention.	1. Read Zimmerman “Design from Constraints” (pp. 156–163) 2. A team member brings a board game to class to brainstorm
Week 3	<u>Collaborative Writing Session</u> Teamwork on the theoretical section of the proposal.	1. Research Report due (4-5 pages plus references) 2. Read Bogost, <i>Persuasive Games</i> , Ch. 1 “Procedural Rhetoric” (pp. 1–64)
	<u>Game Design Workshop</u> Teamwork on game mechanics.	1. A team member brings a board game to class to brainstorm 2. Prepare for the workshop (bring supplies)

[This file is supplemental material to Andrievskikh, *Student-Created Tabletop Foresight Games as Advocacy: Exploring Alternatives to the Op-Ed Genre in First-Year Writing Courses*, prompt 8.1 (2024), doi: 10.31719/pjaw.v8i1.169]

Week 4	<u>Invention through Play</u> A combined session of making workshop and collaborative writing of the project description section of the proposal.	<ol style="list-style-type: none"> 1. Complete collaboratively writing the theoretical foundations section of the proposal 2. Complete your task assigned by the team
	<u>Play-testing Workshop</u> Visit by invited graduate student experts from the Game Design program.	Prepare game components for play-testing in class. These need to be actual material pieces (paper cards, makeshift pieces to act as tokens, recycle dice from old board games, etc.) Do not worry about the design itself: these pieces are placeholders to test the rules of your game design.
Week 5	<u>In-class Work on the Game Proposal</u> Collaborative writing of the project description section of the proposal.	<ol style="list-style-type: none"> 1. Complete collaboratively writing the Game Rules section of the proposal 2. Complete your task assigned by the team
	<u>In-class Game Demonstrations</u> Formal pitching and play-testing.	<ol style="list-style-type: none"> 1. Complete collaboratively writing the main section of the proposal: full project proposal is due for instructor feedback 2. Prepare for play-testing in class
Week 6	<u>In-class Game Demonstrations</u> Formal pitching and play-testing.	<ol style="list-style-type: none"> 1. Continue revising your materials for submission next class 2. Prepare for play-testing in class
	Last Class Reflections	Final project is due , including: revised Research Report (individual), Project Proposal (collaborative), Game Materials (collaborative), and Reflection (individual, ungraded).