CLASS MEETING TIME & LOCATION

M/W: 11:50am – 01:20pm
Location: CDM 228

INSTRUCTOR
Doris C. Rusch
Office: CDM building, room 513
Office hours: M 11:00am – 11:45am & 2-3:30pm; W 11:00-11:45am
drusch1@cdm.depaul.edu

COURSE DESCRIPTION

GAM 229 focuses on effective written and oral communication throughout the game development process and beyond. This includes writing game design documents, playtesting reports, post mortems and other, relevant documents. A further emphasis is put on the preparation and delivery of engaging presentations in various formats, including game pitches.

PREREQUISITE(S): GAM 226

LEARNING GOALS:

In this course, students learn to

- Break down and communicate game design ideas via written documents, including GDDs
- Prepare and give compelling oral presentations, incl. game pitches
- Develop an identity as a presenter / game developer

REQUIRED MATERIALS:
No required textbook.
Useful books and other resources will be suggested throughout the course. Complementary reading and other supportive materials will also be posted on D2L under contents.

D2L
We are using D2L (http://d2l.depaul.edu) as the supporting learning platform for this course. All course materials including weekly lecture slides and class info (i.e. syllabus, lesson plan, assignment descriptions etc.) are available through D2L under "contents".
Assignments are submitted to its dedicated folder on Dropbox on D2L.

POLICIES
- Participation and Attendance: You are expected to attend all classes and

participate in class activities as scheduled. Do not underestimate the importance of attendance and participation in this class. Showing up, after all, is a core ingredient of communicating and presenting effectively. Further, presentations are a community endeavor. No audience, no presentation – you are only talking to yourself. Do your colleagues the courtesy of being a supportive audience. Your contribution is crucial not only to your performance as an individual, but also to the outcome of the class as a whole. As stated below, 20% of your grade depends on participation and attendance. You should not assume that these points are "a given". On the contrary, participation must be earned by showing up on time to every class, displaying full engagement in all discussions and activities, completing all assignments, and listening actively and attentively to the instructor and your peers.

Regarding attendance, 1/3 of a letter grade will be docked from your final grade in the course for each absence beyond two (2). For example, if you end the class with an A-, but have missed 4 classes in total. Your final grade would be a B. Think of the two "free" absences as sick days or emergency days. If you use them for other reasons early in the term, you may find yourself in a bind if you get sick later on, or need to miss class for a family emergency. Because it is impossible for me to determine fairly what constitutes a compelling reason to miss class, there are no excused absences beyond these two. In all cases, please make every effort to contact me and explain the circumstances of your absence before you miss class. Always check with me about any work or assignments you may have missed.

Please be aware that being absent on a day you are assigned to present will result in a grade of zero for that presentation assignment. You will know your presentation date for each assignment at least one week before the presentations begin. Since you will be aware of your schedule well in advance, no unforeseen conflicts should arise and thus no make-up presentations will be permitted. Should dire circumstances render you physically unable to present on the agreed-upon day, you must make every effort to contact me and explain your circumstances prior to the class. Examples of circumstances that would make you physically unable to present include a highly contagious illness, accidents, or deaths in the family. Of you have a cold or other minor illness, you will still be expected to present. The presentation grade will account for the fact that you were not at your physical best.

Tardiness: please arrive to class on time! Tardiness under any circumstances is disruptive to the class as a whole. Habitual lateness, however, is a sure sign of disrespect to your classmates. As such, it will be factored into your participation grade as the instructor sees fit. If for some reason you have a class schedule that makes it physically impossible for you to arrive by 11:50am, please let me know by the end of the first week of classes so that we can make the appropriate arrangements. Otherwise, all students are expected to be ready to begin class at 11:50am.

- Late assignments: very few assignments can actually be turned in late in this class (see next point). For those that could theoretically be turned in late, I will

accepted them ONLY if you (1) contact me at least 6 hours before the due date and (2) turn in the assignment within three days of the due date. Each day the assignment is late will decrease the possible point value by 10%.

- Please note that some of the main assignments for this class require your presence in class on the due date or provide the basis for in-class exercises. Extensions on these assignments cannot be granted. If you do not manage to deliver these assignments on time, you receive 0 points for them.

- All documents delivered in this class are expected to be clear, spell-checked, and demonstrate a high proficiency in written English. The Writing Center offers free one-on-one professional advice from published writers about all types of academic, creative, and professional writing and oral presentations. Go to http://condor.depaul.edu/writing/ for more information and to set up appointments.

- Email: Email is the preferred means of communication between faculty and students enrolled in this course outside of class time. My email is drusch1@cdm.depaul.edu.

- Plagiarism: It is your professional responsibility to ensure that all submitted work is your own. Please read DePaul's policy on plagiarism and other academic integrity violations at:http://academicintegrity.depaul.edu/ContributionFolder/Resources/Students/ViolationDefinitions.html#aiPlagarism

- Student rights: You have rights as a student. To learn about these rights please read DePaul's policies for students regarding student rights, located here http://sr.depaul.edu/catalog/catalogfiles/current/undergraduate%20student%20handbook/pg51.html

- Incomplete: An incomplete grade is given only for an exceptional reason such as a death in the family, a serious illness, etc. Any such reason must be documented. Any incomplete request must be made at least two weeks before the final and approved by the Dean of the School of Computer Science, Telecommunications and Information Systems. Any consequences resulting from a poor grade for the course will not be considered as valid reasons for such a request.

- Students who feel they may need an accommodation based on the impact of a disability should contact me privately to discuss their specific needs. All discussion will remain confidential. To ensure that you receive the most reasonable accommodation based on your needs, contact me as early as possible in the quarter (preferably within the first week of the course) and be sure to contact the following office for support and additional services:

- Center for Students with Disabilities (CSD)
  Lincoln Park Campus, Student Center #370, 773.325.167 7phone

Loop Campus, Lewis Center #1400. 312.362.8002 phone
- www.studentaffairs.depaul.edu/csd
- csd@depaul.edu

SQ2013 Important Dates:

April 7th: last day to add classes for SQ2013
April 14th: last day to drop classes with no penalty
April 15th: Grades of "W" assigned for classes dropped on or after this day; Last day to select pass / fail option
May 17th: last day to withdraw from SQ2013 classes
June 14th: End SQ2013

GRADING:

Grand total of 100 possible points.

A = 91+
A– = 90
B + = 89
B = 88-81
B– = 80
C + = 79
C = 78–71
C– = 70
D + = 69
D = 68– 61
D – = 60
F = 59 or lower

ORGANIZATION and ASSESSMENT

GAM 229 meets twice a week. Class sessions combine lectures on game design writing and presentation, analysis of documents and presentations, as well as hands-on exercises and several individual student and team presentations. This course pursues a twofold goal: a) to create a safe environment in which students can get comfortable and practice expressing their ideas in front of an audience of their peers and b) to get a taste for what it means to communicate game design "in the real world" for various purposes. All exercises and assignments are meant to help students develop and communicate ideas, but beyond that to also develop a strong identity as game designers and a point of view. The class will strongly emulate "real life" scenarios, so be prepared for some surprises. Development of an original game idea for the purpose of practicing documentation and pitching is part of this class. The design process and prototyping themselves, however, go beyond the scope of GAM 229. Hence, creativity and originality of design work themselves are not emphasized in student assessment, but documentation and presentation of design work is.

Individual work:

Participation (including in-class activities) and attendance – 20%
High concepts – 6%
Vision statement – 5%
Identity speech – 8%
Self-observation blurb – 4%
Pecha Kucha presentation – 10%
Peer Evaluation – 1%

Team work:
Design documentation & prototyping materials – 10%
Mini Post-Mortem – 6%
Game (series) case study presentation – 10%
10 pager concept document – 10%
Game Pitch – 10%

Weekly Lesson Plan (liable to change):

Week 1:
April 1st: Intro: who, what, why?
April 3rd: Festival overview; Finding the "high concept"
    Home Assignment: 3 high concepts for an original game idea. Due April 10th.

Week 2:
April 8th: Dealing with jitters & presentation as conversation
    Home Assignment: 1 paragraph self-observation blurb. Due April 10th.
April 10th: high concept presentations, part I

Week 3:
April 15th: high concept presentations, part II
April 17th: Game Design Documents: overview, analysis and the cold, hard truth.
Team formation.
    Home Assignment: write a one-page vision statement for your original game idea.
    Due April 22nd.

Week 4:
April 22nd: Visual documentation, use of visual aids & in-class discussion of vision
statement.
    Home Assignment: create documentation (rule sheet; flowchart etc.) and
    materials (e.g. game-board, game pieces) to prototype the core gameplay of your
    original game idea. Due April 29th.
April 24th: Lecture on presentation: authenticity, point of view and being a person
    Home Assignment: prepare 2min identity speech. Due May 1st.

Week 5:
April 29th: In-class prototyping based on documentation; listening.
    Home Assignment: mini-post mortem of prototyping exercise & revised game
    documentation. Due May 1st.
    Home Assignment: team presentation: game (series) case study. Due May 6th.

May 1st: (Game Developer) Identity speeches

Week 6:
May 6th: 6 min Team presentation: case study
May 8th: The low-down on game pitching: what to prepare, and how to contact publishers.
    Home Assignment: 10 pager doc. Due June 3rd.
    Home Assignment: team pitch presentation. Due June 12th.

Week 7:
May 13th: How to organize a (pitch) presentation & Pecha Kucha presentation format
    Home Assignment: Pecha Kucha presentation on game company. Due May 20th / 22nd.
May 15th: Young Horses guest lecture

Week 8:
May 20th: Pecha Kucha presentations, part 1
May 22nd: Pecha Kucha presentations, part 2

Week 9:
May 27th: memorial day: NO CLASS
May 29th: Allen Turner guest lecture on Kickstarter

Week 10
June 3rd: 10 pagers critique session
June 5th: panels & post mortems

Week 11:
No class June 10th (finals week)
June 12th: final session: CHANGED CLASS TIME: 11:45am-2pm: team pitch presentations.

ASSIGNMENT DESCRIPTIONS and GRADING POLICY:

All original IP for the game designs will belong to the students of the class. Passing off existing IPs as your own, even in the context of this class, counts as plagiarism. Declare openly where you are using somebody else's ideas.

Attendance and In-Class Participation: 20%
1/3 of a letter grade will be docked from your final grade in the course for each absence beyond two (2). For details see "class policies" in this syllabus.

Create 3 high concepts: 6% of final grade
Assignment 1, due April 10th

Create three high concepts to pitch in class on April 10th / 15th without the help of

notes or prompts (no reading from index cards, cell phones etc.).

Each high concept should answer the following questions:
- Who am I in this game?
- Where am I in this game?
- What do I do?
- How do I do it?

The high concept should paint a picture of a game that players want to play, that you want to make, and that marketing wants to sell!

Since these high concepts might serve as the basis for a game idea you are going to develop further in this course, make sure you focus on a small scope. Challenge yourself to come up with an idea for a neat, but really small game. Draw on Global Game Jam games as inspiration sources. Check out some indie games. Consider that you might actually end up making this game outside of class or use it as a capstone idea. After all, you may already be developing a compelling pitch for it in this class! Also, derivative games are hard to get any attention for, especially if you're just starting out. Discover the strength in small but brilliant ideas and concentrate on communicating them well.

Grading:
- C: 3 high concepts submitted on due date (April 10th) to "high concept" dropbox folder on D2L.
- B: the above plus high concepts are concise and compelling.
- A: the above plus presentation of high concepts in class happens successfully without prompts.

Write 1 paragraph self-observation blurb: 4% of final grade
Assignment 2, due April 10th

Go on D2L and watch the COL recording of the class from April 8th, where you gave your impromptu presentation. Write a one-paragraph blurb about your observations. What did you like about your presentation? Did anything surprise you when you watched your presentation? What would you like to work on in the future?

Grading:
- B: one-paragraph blurb submitted on time
- A: the above plus paragraph shows thoughtful observation

Write a one-page vision statement for your original game idea: 5% of final grade
Assignment 3, due April 22nd

Each team member writes a one-page vision statement for the game idea the team has settled on.

Each Vision statement must be one page only and needs to contain the following:
- High concept (see above for a description)

- Game Vision: In three paragraphs describe the overall vision of the game with as much clarity and detail as possible. This should clock in at around 250-300 words. While the high concept is what one might find on the back of the game's box or in a commercial for the game, the game vision is the summary of the entire game design.
- Core mechanics: make sure your description of the Game Vision includes a concise list of core mechanics. Each core mechanic can be specified further with a well articulated description of how they will be used in the game. (description of core mechanics counts towards the 250-300 words of the Game Vision).
- Game Audience: Who is this game designed for? Who is going to buy this game? Who is going play this game? How old is (s)he? What game systems does (s)he own? What other games does (s)he play?

Audience:	
Genre:	
Platform:	
Expected ESRB Rating:	

Deliverables:
1. Submit your vision statement to the D2L dropbox folder "vision statement" before class on April 22nd.
2. Bring a hard-copy of your vision statement to class on April 22nd

Grading:
- C: Vision statement submitted to D2L dropbox folder on due date.
- B: The above plus vision statement contains all elements and addresses them clearly.
- C: The above plus vision statement is communicates the game idea in a vivid and compelling manner.

Create flowchart of core gameplay of your original game idea: 10% Assignment 4, due April 29th.

Each team needs to prepare the components necessary to prototype the core gameplay of their game. This includes the following:
- A game-board and other necessary game pieces to prototype the core gameplay
- A flowchart and (if needed) other documentation necessary that captures the game's core gameplay. Your documentation needs to specify
    - All system elements (what are the game components? Behavior? Attributes?)
    - The system elements' relation to each other
    - Core mechanics
    - Game objective
    - Win state(s)
    - Lose state(s)

Bring documentation and other game materials to class on April 29th. If you know you cannot make it to class that day, make sure somebody else from your team brings the necessary materials!

The goal of this exercise is to practice clarity in documentation. Your materials will be handed off to another team. This team needs to be able to prototype the core gameplay of your game with the help of your materials and documentation only. You won't have an opportunity to explain anything beyond the materials and documentation you are providing. So make sure that they are clear and self-explanatory.

Grading: your grade for this assignment will be based on the usefulness of your materials for the other team that is prototyping your game. That means not I will grade your assignment, but the team using your materials will vote on your grade.

- C: all necessary materials were delivered and the team was able to produce a playable prototype based on them.
- B: the above, plus the team was able to produce a prototype that captured the core gameplay in exactly the way you had envisioned it.
- A: the above, plus the team found your materials to be highly accessible, clear and reasonably easy to use.

Write mini post-mortem of documentation exercise & submit revised documentation: 6%
Assignment 5, due May 1st.

Each team writes a 1 page mini-post mortem on the documentation exercise.
- What worked well?
- What did not work?
- What did you learn from the feedback given by the team who prototyped your game based on the documentation you provided?
- What are you going to change based on the feedback you got?
- Additionally to 1 page post mortem, provide revised documentation.

Submit to D2L dropbox folder "mini post-mortem" by May 1st.

2-3min identity speech: 8% of final grade
Assignment 6, due May 1st

This is a 2-3min presentation about yourself, particularly in regard to what kind of game designer / developer you are. Having a strong sense of identity helps tremendously to give authentic, confident presentations. This exercise provides an opportunity to a) reflect particularly on your identity as a game designer / developer and b) practice presenting yourself.

You will not be giving your life story or a detailed account of your history as a gamer, but instead a small bit of what kind of game designer / developer you are or aspired to be.

Here are some possible ideas to explore in your presentation, but feel free to come up with your own:
- What is your goal as game designer / developer?
- What is your greatest inspiration?
- What is one thing about yourself that makes your approach to game design / development unique?
- What motivates you to make games?
- What would be your biggest triumph / happiest moment as a game designer / developer?

Guidelines and suggestions for identity presentation:
The presentation grade will be based on performance and content. As long as you speak on one thing in detail and make some effort to deliver well and in an organized manner, you'll do just fine.

Practice your presentation before you give it in class. If the first time you give the presentation is in front of the class, you are just asking for trouble.

The presentation must be at least 2minutes but no longer than 3. I will cut you off after three minutes. Use a stopwatch when you practice your presentation, to make sure you're within the timeframe.

Do NOT memorize your speech and don't read from a manuscript either. Your main goal is to connect with your audience and reading from prompts or memorizing prohibits that.

A good way to prepare well and still keep your presentation fresh and dynamic is to formulate questions that you are going to answer. Don't read the questions, though. They should just serve as prompts for yourself to make sure your presentation does not sound "canned".

If you are nervous, try to go first. The sooner you get it done, the better.

You will feel more nervous than you appear. Few, if any, will be able to tell how nervous you actually are.

Relax and have fun.

Grading:
- C: identity presentation delivered within 2-3min timeframe
- B: the above plus presentation is focused, clear, well organized and delivered with use of prompts only (no reading from scripts)
- A: the above plus delivery is authentic, compelling and speaker connects with audience.

6min Team Presentation: game (series) case study: 10%
Assignment 7, due May 6th.

Imagine the following situation: you and your team are experts on an (actually existing!) game or game series. This game or game series is very interesting for one reason or another: it might be innovative in regard to mechanics, technology or storytelling. It might have found a new way to distribute game content. It might have a very strong but unusual fan base (e.g. housewives over 50). Or it simply is absolutely marvelously designed, has terrific story integration or does something else overwhelmingly well. It could also be a particularly interesting experiment that failed horribly for one reason or another.

As experts on the game (game series) you have been invited to consult for an (actually existing!) game company. They hope your case study will help them create a successful game (or sequel to an existing game). Your case study can help them identify what they need to do or avoid to make this game a success (either financially or for a specific audience).

Your job is to present your expertise on the game (series) in such a way that you provide your audience with useful take-aways. This requires the following:

- Substantial research on the game (series) and the aspect you focus your case study on.
- Substantial knowledge of your audience: who is that game company you are consulting? What can you expect them to already know? How can you connect your insights to their backgrounds / experiences / expertise / titles they shipped etc.?
- A clear focus for your presentation: what point do you want to make? What are the take-aways from your presentation? How do you substantiate these take-aways with research and arguments?

What to do:
- Come up with a plausible scenario for this assignment. Who are you? Why are you experts on the subject matter? Did you develop a widely successful game? Did you develop an interesting failure? Who is the game company you are consulting? It might be easier to pick a start-up than EA. You could even consider a non-profit organization that now wants to make their first game to educate about specific social issues and wants to draw on your game design expertise.

- Explain this scenario briefly at the beginning of your presentation (this does not count towards your 6min presentation time).

- Prepare a terrifically researched, well-organized, compelling case study with clearly identified take-aways that are specifically targeted at your particular audience.

- Keep in mind that you are all supposed to be experts on the subject matter. That means, ALL team members are expected to know the material you are presenting in and out. Do not underestimate this part!

- Rehearse several times before the presentation day.

- Time your presentation.

- Prepare visual aids. This can mean making a ppt or pdf presentation to go along with your oral presentation, or to draw on a whiteboard. DO NOT rely on pdf or ppt as the basis of your presentation. Tech. can leave you hanging. So can team members.

Deliverable:
6 min team presentation on due date.

Grading:
- C: presentation of case study with clear focus and take-aways delivered in-class.
- B: the above plus presentation is well organized, well researched, insightful, targeted at the particular audience and uses supporting materials (ppt, pdf, charts, whiteboard or else) in an appropriate manner.
- A: the above plus presenters were able to react flexibly and appropriately to the given situation.

10 pager Concept Document: 10%
Assignment 8, due June 3rd.

For detailed instructions see class presentation slides on D2L under "contents" and Ernest Adams sample high concept doc, also on D2L.

This concept document must not exceed 10-15 pages (incl. images). One submission per team. Submission is handled by the team leader. All team members are expected to contribute to the 10 pager and will receive the same grade. Peer evaluation will compensate for any imbalances in effort.This 10 pager is a "broad stroke" design document that lays out the spine of your game. The intent is for readers to quickly understand the basics of the final product without going into excruciating detail.

Keeping the 10-pager interesting may be the most important part of your document. The intended audience are the people who are going to finance your game, the marketing department and other stakeholders.

Format: submit as pdf file containing images and other supporting material to illustrate your game idea.

Mechanics:
    Looks clean and well organized from five feet away.

Style:
    Present tense, active voice, avoid "will"; Avoid "I"; This is not a hint book!

Grading Rubric:
- C: Paper turned in on time on D2L and follows the format on page 432 of Level Up.

- B: Game idea is vividly described and all parts of the one-pager are well elaborated on.
- A: All of the above plus the paper is well written and provides visuals and other supporting material to make the idea come to life.

Pecha Kucha presentation on game company: 10% of final grade
Assignment 10, due May 20th

Pecha Kucha is the art of concise presentations. The classic version consists of 20 slides that are each shown for precisely 20 seconds. Slides advance automatically and there is no way to pause or speed up the presentation.

Your task is to prepare a pecha kucha presentation (20x20) that
a) Either pitches the game company you would like to found (imagine your audience to be potential angel investors)
b) Or: pitches yourself to an existing game company you would love to work for.

In either case, here are some ideas that may help you get started:

- Talk about the existing company:
    - What makes it special? (e.g. games they published that you love; designers that work there that you adore etc.)
    - What is it be known for?
    - How is it positioned within the industry?
- If you're pitching a start up:
    - what does it aim to be known for?
    - What's your company's philosophy?
    - What's a unique process or approach you use to make games?
- What qualifies you to work for them and makes you a particularly good fit?
- Or: in the case of the start up: what qualifies you to (co-)found it?
    - What would your role be within the company?
    - How are you going to shape the company?
- What are the company's core values / its mission statement?
- What are your own core values that you are bringing to the table and that can further inform the values and mission statement of the company?
- How can you and intend to contribute to the company's success?

Keep in mind that you need to find your own structure for the pecha kucha. Don't just use the list above as a template or it will cost you points.

Find an interesting entry point that grabs your audience's attention.

If you focus on an existing company, imagine them being your audience. What would you tell them about themselves, and how would you say it, so it does not sound like you're educating them about their own company?

Do research on the existing company you would like to work for.

If you're pitching a start up, do research on existing start-ups to get a better idea for

mission statements, possible philosophies, processes, approaches, corporate identity of start-ups.

Keep it interesting, entertaining, to the point and above all: within the time limit!

End on a high note.

Use your slides well to provide visuals that support your pitch. No text walls or bullet points!

Grading:
- C: pecha kucha delivered in class on due date
- B: the above plus presentation is well timed. No "spill-over" of text to the next slide; no awkward pauses between slides. Good use of ppt to visually support your points.
- A: the above plus a particularly snappy, attention grabbing and convincing delivery.

Team Pitch Presentation: 10% of final grade
Assignment 9, due June 12th.

Each team prepares a pitch to "sell" their game idea. All team members are expected to contribute to making the presentation and to giving it in class, and will receive the same grade. Peer evaluation will compensate for any imbalances in effort.
The pitch should include the following elements and be presented in the format of a pdf presentation in class:

1st slide:
title and logo of game
team name
date
contact information

2nd slide: cover the basics of your game (what kind of game? Genre? Platform? Rating? Intended audience? How long does it take to play it?)

3rd slide: Explain the Game Story: who plays? what's the story? What's the conflict? What's the goal? Have a strong beginning and a dramatic middle so your audience wants to know how it ends.

4th slide: Game goals: what are the coolest features of your game? Why should anyone care about your game? Aim for five "back of the box" goals. How does your game outdo the competition?

5th slide: Gameplay summary: briefly cover the major points of gameplay. What are the basics of play for the game? Is it first person, third person, god mode? How will the play increase in challenge during the course of the game? What environments will the game happen in? What makes this game unique?

6th slide: Gameplay details: give more details on gameplay - what is it going to be like to play the game. Provide an illustration of a moment-of-gameplay. Either present your prototype or a gameplay video based on the prototype at this point. Normally, you would also talk about strategies to extend the shelf life of your game; downloadable content etc. Also, you would be asked to give an overview of the intended development team size if you were to actually make the game, development time, estimated costs etc. If you want to give this part a shot, you can, but it is not expected of you.

Mechanics

20 min power point presentation. Presentations will be mercilessly cut short after 20 min - so get your point across within that time.

Everyone on the team needs to present a part of the pitch. You absolutely need to rehearse the presentation beforehand and make sure everyone knows their part.

Take it seriously, as if it were a real industry presentation. But also have fun with this. If you are not convinced about the potential of your idea, nobody else will buy into it. Show some passion, but also some humor about your project.

Grading Rubric:
- C: Pitch covers all the points mentioned above.
- B: The above, plus all the points are well presented.
- A: The above, plus pitch really sells the idea and the presentation has a performative aspect that helps to convey why this game should be made. (If you want to dress up for this, GO FOR IT!).

Peer evaluation: 1% of final grade
Assignment 11, due June 12th
You will be asked to complete an online form in which you will evaluate your teammates' overall contributions to the all team assignments. The online form can be found on D2L under "contents". Fill it out and upload it to "peer evaluation" dropbox folder on D2L. Peer evaluations are important and designed as a way to balance any group inequity.