

Project Timeline for a 3-Day-a-Week Class

Day 1 - Introduction

Students come to class having viewed at least two sample Twine stories. Discussion at start of class: what makes these stories different from typical games, essays, or stories? Discuss applicability to class, adding connections to learning goals. Play a [15-minute tutorial](#) or demo the program for students. Conclude class with the [Planning Worksheet](#), which can be continued as homework.

Day 2 - Workshop with Troubleshooting

Workshop time for students to work on their Twine stories in a computer lab or on personal laptops. Make sure they know [how to save as html and export to philome.la](#), so that they can save in-progress versions of the story. Speak with each student individually to make sure their stories are gaining the level of complexity that is hoped for. Explain to students that the final day of classwork will be for playtesting, so they should have a working story by that class period.

Day 3 - Playtest and Revision Day

This class will begin with discussing why playtesting might be important, and how it is similar or different from typical peer review and revision. Talk about the kinds of errors that might be found (abrupt end points, accidental loops, etc.) and how to fix them. Then make groups of 2, 3, or 4 to play the games and attempt to try every option available in the game. Have students take note of any “unsatisfying” options or unclear connections between passages. Spend the rest of class fixing the stories, at which point the homework will be to try three of the class’s published stories and write a reflection on the activity.