

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 - Research Day

Using the planning worksheet, have students research their project topics. Most stories will need to have some kind of research in order to be fully fleshed out, so this can be a good time to visit an on-campus library, do traditional academic research to make sure the story or game is well-informed, and to document sources. If students want to start their Twine files that day, they can, but they must be able to save all their work.

Days 3 and 4 - Workshop Days 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.

Try to encourage students to branch out further if their stories have become quick and simple; if necessary, offer some constraints, like a required word count for each passage, a required number of decision points or distinct endings. Adding complexity during the second workshop day can be helpful, especially for students who struggle initially with the complexity of the task.

Day 5 - Playtest 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. Discuss what they learned about peer review through the playing of the games.

Day 6 - Presentations

Spend this class period having each student play each game, with a printed notes sheet that allows them to give feedback. This can involve having a computer set up for each game and having students rotate, leaving pen-and-paper feedback, or the students can simply comment via an online format like a CMS forum or comments on Twitter. Afterward, have students reflect on how this skill could be useful in their future work and how it taught them differently from other formats of projects. If projects were done in groups, this is also a good time to have them reflect on what went well and what went poorly in the groups.