Project Overview: ADMN 2000 Course Build

This project was created as part of a larger initiative to migrate and update multiple waves of courses in a medium-sized post-secondary institution. The goal of the initiative was to modernize the organization's use of learning management systems. This work included both migration projects and full course builds for newly developed courses.

There was no prior equivalent of this course (ADMN 2000: Production Content Creation and Broadcasting for Esports) within the Business Administration program. The institution hired Subject Matter Experts (SMEs) to work alongside Instructional Designers to build a new course in the emerging, high-growth esports industry.

As a new subject area, the course required clear alignment with the existing Business Administration curriculum. It also needed a structured design approach because there was no existing template or legacy content to draw from. The course had to be built modularly to anticipate changes and updates in a fast-moving industry. It also needed to meet institutional standards for accessibility, academic integrity, and consistency. The course was designed for second-year university students and for instructors with subject matter expertise in esports, production, or digital media.

This project was classified as a rapid design project due to a shorter-than-average development timeline. This required close communication between the SME and Instructional Designer through a shared Course Design Document. The finalized design document presented here demonstrates the collaborative process used to efficiently build and refine the course.

This sample has been anonymized and edited to remove all organization-specific identifiers and LMS configuration details. It is provided solely to demonstrate my instructional design process.

My Role

As lead Instructional Designer, I was responsible for designing the overall course structure and building the course as the SME developed content. This work began by establishing learning objectives and aligning them to program-level outcomes. I guided the assessment strategy according to best practices and departmental expectations. Due to the shortened timeline, maintaining deadlines and managing schedule changes were high priorities. This required me to lead the communication and check-in schedule with the SME and the institutional project lead. Through regular feedback loops, I ensured accessibility compliance, academic integrity, and overall content quality throughout development.

Accelerated timelines required close communication with SMEs and LMS developers. Keeping the Course Design Document at the center of the development cycle allowed the team to use it as a live communication and prototyping tool. We iterated through multiple rounds of review, escalated accessibility-related concerns early to avoid rework, and kept development timelines realistic and on track.

Scope of Work

The process for completing this work included the following steps:

1. Establish communication plan with SME and project lead.
2. Develop course outcomes aligned to the Business Administration curriculum.
3. Establish assessment strategy and structure.
4. Break down module-level objectives and topics.
5. Set timeline for content delivery and design checkpoints.
6. Create the first version of the design document and deliver it to the SME.
7. Integrate SME feedback and strengthen interactivity and clarity.
8. Annotate the final design document for the LMS developer.
9. Conduct rounds of SME, developer, and ID quality assurance before final signoff.

The frameworks and methods used in this process included backward design to define outcomes and assessments, a Successive Approximation Model to iterate on the course prototype during a shortened timeline, and ADDIE as an overarching structure during evaluation and refinement. Shared commentary in the Course Design Document supported rapid prototyping and efficient collaboration.

What to Look for in This Document

The sample materials included here highlight key aspects of my instructional design approach and how design intent is carried through to the final learning experience. The excerpts demonstrate:

- How weekly modules are structured to build from foundational concepts into applied practice.
- Alignment between rewritten learning objectives and the activities, lecture materials, and assessments presented in the sample module.
- Use of low-stakes formative checks (inline quizzes) and reflective prompts (Study Guide entries) to reinforce understanding and support preparation for cumulative assessments.
- How discussions and written assignments are framed to promote research, analysis, and application of production concepts within the esports industry.
- Clear criteria and rubric language that make evaluation transparent and support consistency in assessment.

- The integration of milestone awards as part of the learner experience, demonstrating how recognition tools are used to maintain engagement and signal progress.
- Accessibility-aligned formatting choices, including consistent structure, predictable sequencing, and the use of callouts to support clarity and navigation.

The Course Design Document contains contextual information about the course and key instructional needs, considerations, and solutions provided in the course. Provided at the end of this document is a full module exemplar as it would appear in an LMS or to be handed to an LMS developer to translate into the LMS components.

Course Design Document: ADMN 2000: Production Content Creation and Broadcasting for Esports

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Business Needs

The esports industry is rapidly evolving, requiring learners to develop applied skills in production, content creation, platform literacy, and media rights. Students need exposure to current tools, workflows, and industry practices to prepare for emerging roles in digital media and esports.

This course equips learners with foundational skills in production technologies, content pipelines, streaming platforms, and brand development. It supports program goals by strengthening digital literacy, communication, and applied problem-solving in a fast-changing industry context.

Key Considerations

The esports landscape changes quickly, and course materials must be updated regularly to reflect current tools, platforms, and industry practices. Learners enter the course with differing levels of technical experience, so activities need to support a range of skill levels while still challenging more advanced students. The course also blends practical tool use with conceptual topics such as intellectual property and media rights, requiring clear guidance to help learners connect technical tasks with broader industry expectations. Finally, instructors may adapt examples or discussion prompts to keep the course aligned with emerging trends, which means the design must allow for flexible, instructor-driven updates.

Learner Profile

Learners enrolled in this course are upper-year university students with at least second-year standing. They are expected to engage with weekly asynchronous content, complete independent readings, and participate in discussions that require research and application of course concepts. Students should be comfortable navigating the learning management system, accessing multimedia materials, and submitting written and multimedia assignments.

Learners are expected to manage a weekly workload of approximately six hours, which includes lecture review, practice activities, and preparation for assessments. They should be able to conduct independent research, synthesize information from multiple sources, and communicate their ideas clearly in written, discussion-based, and presentation formats. While students may have varying levels of technical experience, the course is designed to support learners as they build proficiency with streaming, editing, and content creation tools.

Course Moderation

This course is designed to be instructor-supported, with flexibility for each instructor to determine how best to deliver and contextualize weekly content. Instructors are responsible for reviewing and updating examples, readings, and media sources as needed, since industry information may become outdated quickly. They also guide weekly discussions by selecting or refining prompts and monitoring participation to ensure learners meet the requirement of completing 10 out of 12 discussion activities.

Instructors are expected to maintain the course structure while adapting their facilitation style to learner needs. This includes answering content-related questions in the discussion forums, providing timely feedback on assignments through the provided rubrics, and ensuring that all assessment criteria are clear to learners. In hybrid delivery contexts, instructors may incorporate prerecorded material or offer live sessions at their discretion. They also oversee administrative tasks such as activating intelligent agents, updating due dates, and coordinating with other sections when necessary.

Content Analysis

The following is a curriculum map of each module topic, learning objective and corresponding assessment. The sequence of modules introduces foundational concepts first and then progresses through platform literacy, production practices, legal considerations, and applied content creation. Together, the module-level learning objectives address all course outcomes and prepare learners for the major assessments. Instructors may update examples or media sources as needed to reflect current industry practices. Weekly workload may vary slightly based on the depth of topics covered in each module.

Course-level Learning Outcomes (CLOs):

CLO 1: Explain the roles, processes, and communication practices involved in contemporary gaming and esports content creation.

CLO 2: Analyze and compare the technical tools, software, and production workflows used in live and online esports environments.

CLO 3: Evaluate digital platforms and distribution models used in the esports industry, including their features, audiences, and content strategies.

CLO 4: Describe and apply key legal, ethical, and commercial considerations related to content ownership, sponsorship, and broadcast rights in esports.

High Level Topic/Assessment/Outcome Matrix

Module	Topic	Learning Objectives	Assessments and CLO Alignment
1	Introduction to Content Creation in Gaming	● Explain the role of a content creator within the gaming and esports ecosystem. ● Differentiate between content creators and influencers based on purpose, audience, and industry function. Identify key reasons esports organizations recruit content creators. ● Describe factors that motivate professional players to transition into full-time content creation.	Weekly Participation grade (discussion) CLO 1

2	Introduction to Production	● Describe the core components of live production, including audio, lighting, and network infrastructure. ● Explain why reliable sound, lighting, and network systems are essential to a successful esports production. ● Identify common audio, lighting, and network configurations used in esports and live-streamed events.	Weekly Participation grade (discussion) CLO 2
3	Streaming Software	● Identify widely used streaming applications in esports broadcasting. ● Compare key features and workflow differences across common streaming software tools.	Weekly Participation grade (discussion) CLO 2
4	Editing Software & Technology	● Identify commonly used editing tools for gaming and esports content. ● Explain functional differences among various editing applications and technologies. ● Describe advantages and limitations of editing on macOS and Windows systems. ● Identify essential equipment required for an effective streaming or production setup.	Weekly Participation grade (discussion) CLO 2
5	Content Distribution & Communication	● Explain the difference between macro and micro content formats. ● Describe and compare core types of content distribution on social platforms. ● Identify key communication strategies used by creators to engage audiences.	Weekly Participation grade (discussion) Writing Assignment – Esports Platforms CLO 1, CLO 3

6	Streaming Platforms	• Identify major streaming platforms used in the esports industry. • Explain significant differences between platforms in terms of features, audiences, and creator tools. • Describe the development and background of prominent streaming platforms. • Explain competitive dynamics between major platforms and their impact on creators.	Weekly Participation grade (discussion) CLO 3
7	Content Creation & IP Rights	• Explain the concept of intellectual property and its relevance to content creators. • Describe how Creative Commons licensing applies to digital media. • Identify common types of intellectual property in content production. • Differentiate between copyright and trademark protections.	Weekly Participation grade (discussion) CLO 4
8	Sponsors & Brand Activation in Stream	• Explain differences between platform-integrated advertising and sponsored creator promotions. • Describe common formats and purposes of ad overlays used in livestreams. • Explain why brands invest in sponsored streams and how creators implement them.	Weekly Participation grade (discussion) CLO 4
9	Producing an Esports Event Offline/LAN	• Describe what a LAN event is and compare it to an online production. • Explain key requirements for organizing a LAN event. • Identify equipment typically needed for on-site esports production.	Weekly Participation grade (discussion) CLO 2

		● Explain the purpose of a Run of Show and its role in event execution. ● Describe essential production roles and responsibilities for a LAN event.	
10	Producing an Esports Event Online	● Identify primary differences between producing online and in-person events. ● Describe challenges associated with coordinating a fully remote production. ● Explain why reliable internet connectivity is critical for participants and production teams.	Weekly Participation grade (discussion) CLO 2
11	Broadcasting & Media Rights for Esports	● Describe the responsibilities of a caster during an esports broadcast. ● Differentiate between colour casters, play-by-play casters, and broadcast hosts. ● Explain how media rights and broadcast agreements function in the esports industry.	Weekly Participation grade (discussion) CLO 4
12	Streamer Burnout & New Content Trends	● Explain why some creators shift from livestreaming to other forms of content production. ● Describe how creators develop a personal brand and why branding matters for audience growth. ● Explain the concept of burnout and why it is common among streamers and professional players.	Weekly Participation grade (discussion) Individual Project: Content Creator Research Report Final Exam CLO 1

Assessment Strategy

The assessment strategy is loosely based on common provincial evaluation frameworks (e.g., Ontario's Growing Success). The course evaluates four skill areas: knowledge and understanding, thinking, communication, and application.

Assessment type	Key Considerations
Weekly Participation Forum	This component helps instructors assess learners' knowledge and communication skills. Students engage with the subject-specific content introduced each week and apply their understanding by responding to low-stakes discussion prompts. They are also expected to participate in the class community by replying to a peer's post and responding to a comment on their own post. Learners must complete 10 out of 12 weekly discussions to fulfill the participation requirement.
Writing Assignments: ● Esports Platform ● Individual Project: Content Creator Research Report	Learners demonstrate their knowledge and understanding through two written assignments that require independent research. They show thinking skills by organizing and interpreting the information they gather, and communication skills by presenting their ideas clearly and coherently. Application is demonstrated by connecting course concepts to the expectations outlined in each assignment. The Writing Assignment focuses on platform research and comparative analysis, while the Final Project requires a research report, slide deck, and recorded presentation that integrate course concepts into a creator-focused case study. Both assignments include rubrics that guide learners and support consistent evaluation.
Final Exam	The final exam includes close-ended and open-ended questions aligned to learning objectives from each module. Close-ended questions assess knowledge and understanding of key terms and concepts, while open-ended questions provide opportunities to evaluate thinking and communication skills. Learners apply course material by drawing on examples and explanations developed through weekly lectures, readings, and study activities. Learners are scaffolded for open-ended responses through the "Study Guide" activities in Modules 2, 4, 5, 9, and 12. These reflections collect practice responses that can be reviewed before the exam. The Study Guide activities serve as cumulative preparation for the final exam's written components, supporting learners in organizing their ideas and identifying key themes across the course. A dedicated "Study Room" discussion forum allows students to share and discuss their study guides collaboratively.

Tools and Configurations:

Tools	Features
Automated Notifications	● Sends reminders to learners after periods of inactivity ● Helps maintain engagement by prompting learners to return to course tasks ● Supports overall course communication and pacing

Assignments	● Used for written, research, and multimedia submissions ● Individual completion required (no group work) ● Assessed using attached rubrics
Awards	● Mark progress milestones such as module completion or discussion participation ● Provide optional motivational reinforcement
Content Pages	● Present lecture slides, videos, readings, and practice activities ● Provide structured pathways through each module's materials
Discussion Forum	● Supports weekly participation ● Learners post, reply to peers, and engage in follow-up discussion ● Reinforces weekly concepts through applied reflection
Homepage and Announcement	● Orient learners to course expectations and weekly tasks ● Direct learners to core course resources
Inline Quiz	● Provides low-stakes practice tied to weekly lecture material ● Immediate feedback and repeat attempts available ● Prepares learners for exam questions
Instructor Checklist	● Provides instructors with weekly task reminders ● Ensures that announcements, updates, and assessments are prepared and released on schedule ● Supports consistency across sections and helps maintain course flow
Rubrics	● Analytic rubric ● Viewable by learners ● Instructors expected to mark against the rubric in addition to providing comments for each assignment
Study Guide	● Used in selected modules to build cumulative study notes ● Supports preparation for long-answer and short-answer exam questions ● Entries compile automatically for later review
Quiz tool (Final Exam)	● Used for graded assessments in selected modules ● Includes a mix of question types aligned with weekly learning objectives ● Reinforces key concepts and contributes to overall course evaluation

Course Design Document Samples

The following sample pages have been selected to illustrate core components of my instructional design practice, including learning alignment, content structuring, sequencing, accessibility planning, and communication with developers during the build process. Each

element reflects intentional design choices made during the creation of this course and demonstrates how learning activities, assessments, and supports function as an integrated system.

Sample Module Outline

The module layout demonstrates how content is structured consistently across the course to support learner orientation and reduce cognitive load. The layout reflects program-level standards established in the High-Level Design document and provides a predictable pattern that helps learners manage workload and navigate weekly expectations.

Sample Module Introduction Page

The introduction page highlights how learning objectives, preparatory work, and assessments are positioned at the start of each module.

- Learning Objectives show alignment across the course and clarify the scope of learning for the week.
- Introductory Text establishes context and anchors the module in both course-level outcomes and industry relevance.
- Required Readings Callout highlights essential resources and models accessible formatting practices.
- Time estimation table helps learners to organize their time efficiently between readings and activities
- Assessment Reminder reinforces pacing and helps learners manage deadlines within a larger course structure.

Sample Module Lecture Page

This page illustrates how content is delivered using multiple formats while maintaining clarity and accessibility.

- The Lecture Introduction provides a concise entry point into the week's concepts.
- Slide and Video Callouts demonstrate how multimedia elements are positioned for ease of access and consistent learner experience.
- Practice Your Skills: The Inline Quiz shows how low-stakes formative checks are integrated to reinforce understanding without contributing to the final grade.
- The Study Guide Reflection Tool reflects the backward-design approach used in this course. These prompts support long-answer exam preparation, cumulative retrieval practice, and metacognitive reflection across modules.

Sample Module Summary Page

The module summary page recaps the content and reinforces the learning objectives achieved in this module. A checklist helps learners to confirm they have completed all the expected activities in the module Lecture page and are progressing with the course assessments.

Sample Discussion Board Activity

The discussion activity demonstrates how collaborative tasks are framed to support critical thinking, application of concepts, and peer engagement. Instructions model clear expectations, accessibility-aligned formatting, and alignment between learning outcomes and participation requirements.

Sample Assignment and Rubric

The writing assignment excerpt provides an example of assessment design grounded in transparency, clear criteria, and authentic application. The rubric demonstrates how performance expectations are communicated, how criteria align to assignment purpose, and how evaluation language supports fairness and clarity for learners.

Exemplar Award Design

The award samples illustrate how recognition tools are integrated into the course to support learner motivation and acknowledge key milestones. The release conditions demonstrate collaboration between the instructional designer and LMS developer to ensure accurate implementation during course build.

Sample Module

Unit 2: Introduction to Production

This module introduces the technical foundations of live production in esports and related broadcast environments. You will explore how audio, lighting, and network components work together to support a stable and high-quality production. These concepts prepare you for upcoming modules where you will examine the software, workflows, and tools used to manage full streaming and broadcast setups.

Learning Objectives

In this module, you'll learn how to:

1. Describe the core components of live production, including audio, lighting, and network infrastructure.
2. Explain why reliable sound, lighting, and network systems are essential to the quality and success of an esports production.
3. Identify common audio, lighting, and network configurations used in contemporary esports and live-streamed events.

Required Readings



Web Articles

- Is Sound in Esports Really That Important, Or Is It Just Another Myth?
- The importance of great lighting in content creation

Module 2 Time Estimates

The following presents an estimation of how long each activity in this module may take. Please time your effort accordingly.

Component	Description	Estimated Time
Required Readings	Two short esports production articles; includes comprehension + brief annotation.	20–30 minutes
Lecture Slides	Review of the Module 2 slide deck (20–25 slides).	15–20 minutes

Lecture Videos	Production examples embedded in the lecture.	10–15 minutes
Practice Quiz	Six-question self-check with feedback.	10–15 minutes
Study Guide Prompt	Long-answer preparation activity; reflective writing.	20–30 minutes
Discussion Activity	Research a streaming protocol, write post, respond to peers (2 interactions).	45–60 minutes
Ongoing Assignment Work	Early research or note-taking for the Writing Assignment (suggested weekly pacing).	2.5–3 hours

Assessment Reminder



[ ] Review all instructional articles, videos and slide decks

[ ] Complete Practice your Skills quiz and Study Guide activity

[ ] Participate in the discussion board

[ ] Begin the assignment: Writing Assignment - Esports Platforms (due at the end of Module 5)

[ ] Review that all components of this module are complete

Module 2: Lecture Material

This page contains the lecture materials for the module. Review the lecture slides, watch the accompanying videos, and complete the short practice quiz to check your understanding. You will also respond to a study prompt that supports preparation for your final exam.

Download the PowerPoint Lecture
ADMN 2000: Module 2

Lecture Videos

The videos embedded in the lecture slides are provided separately below for quick access and review.



Don't Overlook Sound | The Importance of Sound Design (Youtube) (12:22)

Practice Your Skills

Apply what you've learned by completing the ungraded practice quiz. Your responses are not recorded and do not affect your final grade. The quiz is intended to reinforce core concepts before moving into the applied tasks for this module.

Instructions

Select the best response for each question. Question types may include true/false, multiple choice, and select-all-that-apply.
Keyboard navigation: use Tab to move between options; press Space or Enter to select.

Inline Quiz Content

Question	Options	Correct Answer	Feedback
True/False: A true surround-sound headset contains only one audio driver in each ear cup.	True False	False	Multi-driver headsets use several audio drivers per ear cup to simulate directional sound. Virtual surround-sound models typically rely on a single driver with digital processing.
Which of the following components helps participants determine the direction of in-game audio cues?	Stereo headsets Environmental ambience Background music General auditory effects	Stereo headsets	Stereo audio provides directional cues by delivering slightly different sound signals to each ear, helping listeners determine where audio originates in a game environment.
Which of the following is considered the primary light source when	Fill light Key light Rim light Practical light	Key light	The key light is the main source of illumination in a broadcast setup. It defines the overall lighting direction and establishes the subject's visibility and shape.

setting up lighting for a broadcast?			
What is the main purpose of practical lighting in a production setup?	Reduce lens glare Soften shadows Contribute ambience within the scene Create edge separation from the background	Contribute ambience within the scene	The key light provides the main illumination. The fill light reduces harsh shadows created by the key light. Rim lighting creates separation between the subject and background. Practical lights appear naturally in the scene and contribute to overall ambience.
Which protocol divides streaming data into small packets for transfer between a media player and a server?	Real-Time Messaging Protocol (RTMP) Web Real-Time Communication Protocol (WebRTC) Faster Than Light Protocol (FTL) Secure Reliable Transport (SRT)	Real-Time Messaging Protocol (RTMP)	RTMP supports low-latency delivery by dividing media into small packets for transmission to a server. It remains widely used in streaming workflows, especially for ingesting video into broadcast platforms.
True/False: UDP sends small amounts of data more quickly than TCP.	True False	True	UDP transmits data with minimal overhead, resulting in faster delivery but without the ordered confirmation steps used in TCP.

Component settings:

- The quiz can be repeated
- Learners do not have to provide an answer
- Questions can be repeated
- Each attempt is scored
- Quiz content: correct answers are denoted with an asterisk * symbol
- Quiz content: feedback is denoted with an @ sign

Study Guide

This activity is meant to prepare a study guide for a long answer question on your final exam. It will not be graded by your instructor, but you will have the opportunity to share your work with your peers before your exam.

Study Guide Reflection Prompt

Explain what sponsorship means in the context of competitive gaming. Describe how sponsorship arrangements in esports differ from those used in traditional sports settings.

Learner response area

Select Save to add your response to your Study Guide. All saved reflections can be viewed collectively on your My Study Guide page.

Module Summary: Introduction to Production

This module introduced the core components of live production in esports and other broadcast environments. You explored how audio, lighting, and network infrastructure shape production quality, and practiced identifying common configurations used across contemporary streaming setups. Through the lecture materials, quiz, and study guide activity, learners reinforced their understanding of how technical systems support a successful production workflow.

Review

Throughout this module, you have:

1. **Described the core components of live production, including audio, lighting, and network infrastructure.**
2. **Explained why reliable sound, lighting, and network systems are essential to the success of an esports production.**
3. **Identified common audio, lighting, and network configurations used in esports and other live-streamed events.**

FINAL CHECKLIST

Make sure you've completed all of the expectations for this week:

Module Completion Checklist

[ ] Review all instructional articles, videos and slide decks

[ ] Complete Practice your Skills quiz and Study Guide activity

[ ] Participate in the discussion board

[ ] Begin the assignment: Writing Assignment - Esports Platforms (due at the end of Module 5)

[ ] Review that all components of this module are complete

What's Next?

In the next module, you will examine the software used to manage live broadcasts and streaming workflows. You will compare commonly used streaming applications, explore their features, and begin to understand how production hardware and software integrate during a live event. This module builds directly on the technical foundations introduced in Module 2.

[redacted]

Sample Discussion Topic: Module 2

FORUM: Module 2 Discussion
TOPIC TITLE: Module 2 Discussion
Task Description:

Active participation is a key component of this course. Each week, you will engage with classmates by sharing ideas, asking questions, and applying course concepts through discussion. These activities are designed to strengthen your analytical thinking, communication skills, and ability to reflect on different approaches within production environments. You are required to complete 10 out of 12 discussions over the term.

In this week's forum, you will investigate a streaming protocol not covered in the module. Your task is to research the protocol, identify platforms and codecs that support it, and evaluate its advantages and limitations within the context of esports and live-content delivery.

You will contribute your own post, respond to another learner's post, and reply to one comment made on your original thread.

Due Date: Before Module 3

Value (%): 2% Participation Grade

How to Complete This Assessment (Instructions):
You must:

- Select Start a New Thread to create your initial post.
- Research a streaming protocol not discussed in this module.
- In your post, include the following:
    - Platforms that support the protocol
    - Codecs commonly used with the protocol
    - Key strengths and limitations of the protocol
- Respond to at least one classmate's post.
- Respond to one learner who has commented on your original thread.

GRADE ITEM: Weekly Participation Forum (2%)

Sample Assignment: Writing Assignment - Esports Platforms

Instructions:

For this assignment, take on the perspective of a junior content strategist supporting an esports organization. Your role is to evaluate how a digital platform contributes to content creation, distribution, and audience engagement within the esports industry. Choose one platform commonly used in competitive gaming (e.g., Twitch, YouTube, TikTok, Twitter, Facebook Gaming) and analyze its relevance to the organization's production goals.

Your analysis should address the following:

- Platform Background
  Provide a brief overview of the platform's development, purpose, and typical user base.
- Use in Esports Production
  Describe how the platform is used by esports teams, event organizers, or creators. Consider areas such as broadcasting workflows, promotional content, highlights, community engagement, or educational content.
- Industry Significance
  Explain why this platform matters for esports creators, audiences, or organizations. What types of value or opportunities does it enable?
- Strengths and Limitations
  Identify key advantages and constraints of using this platform in an esports production or content strategy.
- Comparative Insight
  Compare your chosen platform to at least one other platform with similar functionality. How do their creators' tools, audiences, or content features differ?
- Cross-Platform Flow
  Describe how content from your selected platform is typically repurposed or redistributed across other platforms within an esports content pipeline.
- Recommendation (Evaluative Component)
  Based on your analysis, recommend one scenario where this platform would be the strongest choice for an esports organization (e.g., event promotion, VOD distribution, community-building, sponsor activation). Provide a brief rationale for your recommendation.
- Your Perspective
  Offer any additional insights you feel are relevant to how creators or organizations might use the platform strategically.

You may respond to these prompts in any order. Use complete sentences, support your claims with evidence, and ensure each point is addressed with sufficient detail. There is no minimum word count; however, responses must fully answer each part of the assignment. Cite all sources using the required format. All work must be original; plagiarized submissions will receive a grade of zero.

Late Assignments:

Late assignments will receive a deduction of 5% per day. Assignments will not be accepted more than one week past the due date. Failure to submit will result in a grade of zero.

Please review the assessment criteria in the accompanying rubric before beginning. The rubric can be viewed on this page or downloaded as a Microsoft Word document.

SCORE OUT OF: *50*

GRADE ITEM: *Writing Assignment: Esports Platforms*

Rubric

Rubric Name: ADMN 2000 Writing Assignment: Esports Platforms Rubric

Criteria	Level 4	Level 3	Level 2	Level 1	Points
Following Directions (10 pts)	Responds fully to all prompts; effective persona use; complete evaluative recommendation.	Responds to most prompts; persona or evaluation present but limited.	Several prompts incomplete; persona or evaluation missing.	Major required components missing.	/10
Quality of Analysis (15 pts)	Strong insight into platform functions, value, and constraints; detailed and accurate reasoning.	Generally clear and accurate analysis with some depth.	Surface-level or partial understanding; limited reasoning.	Minimal understanding; unclear or incorrect analysis.	/15
Comparative Insight & Recommendation Quality (10 pts)	Meaningful comparison and well-supported recommendation tied to esports scenarios.	Comparison and recommendation present but underdeveloped.	Comparison or recommendation incomplete or weakly justified.	Comparison and recommendation missing.	/10

Supporting Information (8 pts)	Relevant examples, features, or sources that strengthen analysis; well integrated.	Some supporting information included; relevance may vary.	Minimal or weak supporting evidence.	No supporting information.	/8
Writing Quality (Clarity & Organization) (4 pts)	Clear, organized, and professional; no errors affecting meaning.	Clear writing with minor issues.	Frequent errors reducing clarity.	Writing unclear or disorganized.	/4
Citation & Academic Integrity (3 pts)	All sources cited correctly in required format.	Minor citation errors.	Incorrect or inconsistent citation format.	No citations or does not follow requirements.	/3

Sample Awards

Disclaimer: I developed the instructional purpose, release conditions, criteria, and visual direction for each award. The graphical assets were created by the media department in collaboration with me and serve as examples of the intended presentation.

Award Title: First Milestone Achieved



Award text: Congratulations on completing your first major assignment in the course. This marks an important step in building your production knowledge. You're off to a strong start.
Award type: Badge
Release conditions:

- Assignments: Submission to folder
- Assignment submission folder: Writing Assignment: Esports Platforms

Award Title: Co-op Award



Award text: Well done! You have completed all ten required discussion activities. Your consistent engagement has supported both your own learning and the learning of your peers.
Award type: Badge
Release conditions:

- Discussions:
    - post authored in topic: all topics
    - Number of posts: 10