Objective:
Practice rule evolution and iterative testing.

What to do:
In this exercise, you will develop new rules for the "Dots and Boxes" game. The rules must accomplish the following:

- The game must incorporate an element of randomness in each move. Some random element must determine the exact nature of each move, but there can be a combination of choice and chance.
- One of the player's options (possibly randomly available) must be to change the shape of the grid by adding and / or removing a dot or dots.

Other than this, the game should be very similar to the original. In particular:

- The rule changes should not make the game take unduly long. Obviously a larger board will take longer to play, so the rules should prevent the board from expanding indefinitely.
- Players should be able to play your version of the game with any size starting grid, just like the original game.

Keep play testing your game and refining it. Does it still have the strategic flavor of the original game or is it too random? Can one or two bad rolls destroy a player's chances? Try different size grids and see what happens.

What to turn in:
When time is called, write down the names of the members of your group (first and last, please) and briefly the rules of your new game. You can assume that the reader is familiar with the Dots and Boxes game, so you only need to describe how your rules differ.

Each group will be called upon to briefly describe how randomness works in their game and how it achieves the goals stated above. (Do not read the rules. Everyone will know the basic outline of the game.)

Hints:
- Use a grid of no bigger than 4x4 to test your game play ideas so that games don't take too long. However, your rules should work for a grid of any size.
- If an idea isn't working, stop – there's no need to play a full game with malfunctioning rules.
- You can use either cards or dice as a source of randomness.
- The diagram below shows a winning position for A. After occupying two squares at the bottom left, A adds the dashed line at the bottom right. B can only claim one square and in the next move, will give A the opportunity to claim the remaining 6.

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A
A
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In-class: 3/29/2006
Put a line through the row representing your team. (You will not evaluate your own design: it is a truism that everyone always thinks their own designs are great.) As the other students present their game designs, please rate them from 1 (unplayable) to 5 (great).

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