Lesson Plan: Game Jam

Brief Assignment Overview

This assignment gives students the opportunity to theorize contemporary invention practices by matching the classical rhetorical methods of the progymnasmata with the current digital literacy of Twine (a textual, nonlinear, game-making program).

Assignment Type: interactive class exercise
Assignment Length: one class period
Pedagogical Goals: students will be able to identify classical rhetorical practices, and craft contemporary expressions of them by producing basic-level Twine games
Evaluation: Credit/No-Credit

Media requirements:
Computer lab (or laptops) for students
PowerPoint Lecture for instructing students on Twine
(https://culturebytesbackdotcom.wordpress.com/digital-pedagogy-showcase
 —password: **2016Showcase**)
Tutorial game **The Meta Game** (http://philome.la/Rhetorical_Pod/the-meta-game-2)
Tutorial Twine game **proGAMEnasmata** (https://itch.io/jam/progamenasmata)
Twine 2.0: http://twinery.org/
Itch.io site: https://itch.io/jams

Full Assignment Description
The Game Jam is a fun, productive lesson. By the end of the class, students will have: a better understanding of the Greek progymnasmata; made their first Twine game, and; published it online so it can be graded. The lesson flows in three distinct stages.

Stage 1: Preparation
Host the game jam here: https://itch.io/jams. Students should be given the link to **proGamenasmata** before class as assigned reading to get them to think about making games. Review **proGamenasmata**, use **PowerPoint Lecture** to prime students to make their games. Introduce **The Meta Game** to students. Give them the links above.

Stage 2: Production
In this stage, students should make their games. **The Meta Game** instructs students on the basic elements of Twine games (links and images). Information in the **PowerPoint Lecture** gives students intermediate functions in Twine. **ProGamenasmata** prompts them to think about their own game as an expression of classical rhetorical practices. Help students make their games by answering questions about progymnasmata and

Twine. The games should be short, simple, and generative of new ideas. Students might want to start a new game. Encourage them to finish their game, not restart.

Stage 3: Publication
Prompt students to publish their games on your hosted site: https://itch.io/jams. All students must do is upload the file of their game to it. It takes moments. The process helps students understand the ease of making a Twine game, and the utility of funneling their creativity through classical rhetorical practices. Games can be graded based on presentation, creativity, and conformity to the Greek progymnasmata.

Notes for Instructors
The Game Jam should leave your students with new ideas, and a desire to make more games of this sort. The assignment encourages students to think about how rhetorical techniques morph and change due to the medium of their expression. Instructors can take the enthusiasm students have after making their first game, and turn the game into a more fully fleshed out version as a final project for the end of the semester.

Steps Students Take
Play **ProGamenasmata**, play **The Meta Game**, engage with the **PowerPoint Lecture**, open Twine (http://twinery.org/), make game, publish game (https://itch.io/jams)