

## Syllabus Addendum for Rhetorics of Video Games Honors Option

### Core Course Requirements

Students in Rhetorics of Video Games complete the following assignments: first, five gaming reports classifying a game by genre, situating the game in gaming history, explaining the games' economic model, and analyzing the game for appeal and message. Second, students complete five short practice critiques using the five methods of rhetorical criticism explained in class (feminist, ideological, metaphorical, generic, and narrative rhetorical criticism). Third, students conduct an additional rhetorical criticism of a game not otherwise discussed in class using one of the five methods. Students write a long-form essay about that additional game incorporating elements of both the gaming reports and the practice critiques. Fourth, students prepare and deliver a presentation to the class based on the original long-form rhetorical criticism he or she completed. Fifth, students complete a vocabulary exam.

### Additional Requirements

In order to receive honors credit for a course a student must satisfactorily complete additional work with the following elements: research, critical analysis, and a presentation. As noted above, the core course requirements *already include* research, critical analysis, and a presentation. In order to qualitatively expand on the core course for honors credit in Rhetorics of Video Games, a student must demonstrate written mastery of rhetorical criticism of games and mastery of the ability to describe and explain the application of a rhetorical method to a game. The honors work includes:

1. Study of an additional method of rhetorical criticism not already covered in class but included in Sonja K. Foss's *Rhetorical Criticism: Exploration & Practice* (Waveland).
2. Preparation of and delivery of a class-length (one hour) lesson explaining that method to the students, along the same lines as the five methods covered in normal class time during Unit 2 of the semester. Using class on 2-15, 2-22, 2-29, 3-7, and 3-14 as an example, the student will:
  - a. Explain the new method to the class. How does it differ from the other five methods? What specifically does one do at each stage of the "standard" process when using this new method? What does this method focus on and try to do?
  - b. Demonstrate the method to the class. Select a game to analyze using the new method that demonstrates the utility of that method and perform a criticism with/for the class.
  - c. Lead a class discussion about the game and the method, with attention to potential alternate readings of the game that students might have.
  - d. Prepare and use a PowerPoint slideshow (using the template provided) that includes the explanation, demonstration, and discussion prompts above.
  - e. Identify the game used for an example in class by 3-30, in order that the rest of the class can be notified with sufficient time to engage that text.
3. Record (video) the presentation and submit it to the Honors Symposium by the 14<sup>th</sup> week of the semester. If necessary for length, edit the original recording to just include the segment of the presentation detailing the original research using the method.

### Successful Completion of Honors Option

A grade of no less than "B" on the core coursework is necessary, as per the honors contract. In addition, the student must complete the presentation as explained above by, at minimum, meeting the letter of the requirements detailed. "Completion" includes a measure of the research work demonstrated in the literature review, the analytic work demonstrated by the original example, and the public speaking ability demonstrated in the presentation.

Date of class-length presentation: Wednesday, April 6<sup>th</sup> at 12:30 in DGV room 115

---

Instructor:

Student: