

Spring 2015 Sample Materials

This sample collects materials from a team-taught ENGL 1102 course, *Narrative in Videogames*. While emphasizing rhetorical and structural principles, units for this course asked students to write critical engagement with games, to compose essays on game theory and literature, to create and manage multimodal content for a games weblog, and design and code text adventures emphasizing narrative mechanics. The materials included in this sample represent major and minor assignments. In addition to the major composition projects, of note are the in-class labs such as the Exquisite Corpse exercise, which used a pair of typewriters to facilitate material engagement with procedural narrative.

Sample materials included:

- Retrogaming Assignment and Report (coordinated with GT Library Archives)
- Inform 7 Assignment
- OULIPO and Exquisite Corpse Exercise (Lab instructions with student compilation files)
- *Elegy for a Dead World* and *The Walking Dead* Labs
- *The Room* Lab (student response)
- Blog prompt for *Ready Player One* (literature engagement)
- Peer Review and Assessment sheet for Inform 7 (text adventure game creation)

ENGLISH 1102: RETROGAMING IN THE ARCHIVES (UNIT III)

Assignment at a Glance

Length: 800 word minimum
Format: Multimodal essay
Grade Value: 100 points
WOVEN components: written, visual, electronic
Key Dates

- **Friday, Mar 13 @ 11:55pm – Post to blog (include a link to the archives [http://www.library.gatech.edu/archives/]); submit link on T-Square**

Assignment Prompt and Context

By now you should have been to the archives (or will soon go) to spend some time playing one of the games available for this assignment. In keeping with the instruction sheet you received at the library, your time in the archives also should have included extensive notetaking and observations about the particular game that you and your group played. You will draw on these notes to inform your reflection on the game.

In this reflection, you will construct an argument that develops from your experience as a game player. In the previous two essays, we have asked you to build your arguments from more formal rhetorical elements, but in this case, you should rely on your subjective experience as a foundational component of your essay. This does not mean, however, that the essay is limited to opinion without evidence. Use your observations as material to generate a specific. At the very least, your argument should address some aspect of the archive itself. You might consider the following when working on your essay: What is the value of playing old video games? How did the specific features of the game you played compare or contrast with a specific contemporary game? Why might it be important for us to maintain archives of digital materials, like video games? Are the narrative components of the game compelling, why or why not?

You might also consider the relationship between your experience in the archive and the presentation of retrotechnology in *Ready Player One*. Throughout this unit we are considering how we relate to the technology of the past, and your essay should serve as an opportunity for you to present an argument that addresses some aspect of these topics.

RETROGAMING IN THE GT ARCHIVES



Spring
2015

Project Report

Sherri Brown & Wendy Hagenmaier

Students in six sections of English 1102 used the GT Archives retrocomputing hardware and software in the Spring 2015 semester to complete an assignment as part of their course, Narrative in Videogames, taught by Dr. Josh Hussey and Dr. J. Stephen Addcox. This report will highlight the involvement of the Archives and Library staff and the results of a survey distributed to all students who used the retrocomputing equipment.

Retrogaming in the GT Archives

PROJECT REPORT

SHERRI BROWN & WENDY HAGENMAIER

The Assignment

From the course syllabus:

Project Three: "Retrogaming in the Archives" (10%) [100 points]

Group assignment. In Groups, at your scheduled time during the semester, visit the GaTech Archives. In the Retrocomputing center experience an old game from the manifest provided by Drs. Wendy Hagenmaier and Sherri Brown. Write a reflection about the game and the experience. Post this to your blog and link out to the archives. [Sign-up for a library visit time and date here.](#)

The Class Preparation

Wendy Hagenmaier and Sherri Brown visited each section of the course and provided a brief presentation. Wendy provided an overview of what an archives is, what our archives collects, and basic information about the assignment and how students would sign up to use the computers in the Archives. Sherri provided a brief demonstration of the computing and literary databases that might be used when researching narrative and computer or video games.

What Are Archives?

Records (paper, digital, old, new)
the important stuff we keep forever
unique, rare



Place where the records are stored (physical or digital repository)
preservation and security
access






Our Collecting Areas

History of Georgia Tech



Science fiction



Textile industry records



Georgia Tech Design Archives






MLA International Bibliography

ProQuest Computing



Retrogaming in the Archives

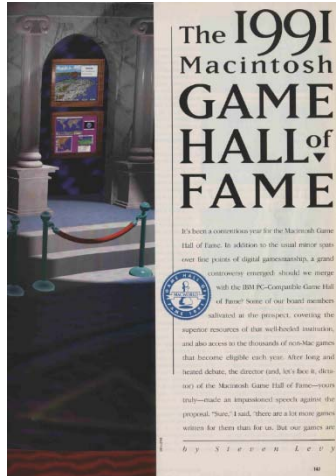
Welcome to the Archives! Be sure to take lots of notes about your observations—they'll come in handy for your blog posts and feel free to take photos of the computer screen at various points in the game to incorporate into your posts.

Here are some questions to consider as you embark on your **ongoing** adventure...

- What do you observe about the hardware environment (computer, monitor, mouse, etc.) you're using to play the game? How would you describe the experience of using this hardware?
- What do you observe about the software environment of the game experience (the game itself, of course, but also the operating system on the computer running the game)? How would you describe the experience of using this software?
- How is narrative constructed in the game? How might you analyze the narrative of the game in terms of various theories of narrative?
- How would you describe or characterize the mechanics of the game, apart from the narrative component?
- If your game includes associated material such as manuals, maps, etc., how do these elements contribute to the story and the rhetoric of the game?
- How does the game utilize components of **WOWEN** (written, oral, visual, electronic, nonverbal) communication to construct its story-world?
- How might learning about the context in which the game was created, marketed, and played] augment or disavow your own experience of playing the game?
- Does an emulation or modern version of the game exist (for example, can you play it online or on a modern platform)? If so, how does the experience of the emulator/modern version compare with your experience of playing the original?

Best of luck, and please let us know if you have questions or ideas, or if you encounter any technical difficulties. Onward!

Georgia Tech Archives



Students signed up for a time to visit the Archives and play one of the games using a SignUpGenius in groups of four. They were also encouraged to bring their own headphones so that the game sounds would not disturb others using the Archives at the same time.

Wendy also created a detailed handout for Archives staff describing the project, how to help students who came to use the games, and tips for playing each game using the retrocomputing equipment available in the space.

Retrogaming in the Archives: Instructions for Archives Staff

Contents:

- [Background \(Page 2\)](#)
- [What to do when a group comes to the Archives \(Page 3\)](#)
- [In the event of technical difficulties \(Page 4\)](#)
- [Chart showing the four vintage computers and the games played on each \(Page 5\)](#)
- [Chart showing location of audio port on each computer \(Page 6\)](#)
- [Instructions for setting groups up to play each game \(games listed in alphabetical order\)](#)
- [Civilization II \(1996\) \(Page 7\)](#)
- [Diablo \(1998\) \(Page 8\)](#)
- [The Dig \(1995\) \(Page 9\)](#)
- [Doom \(1993\) and Doom II \(1994\) \(Page 10\)](#)
- [Full Throttle: A Heavy Metal Adventure \(1994\) \(Page 11\)](#)
- [Myst \(1994\) \(Page 12\)](#)
- [PGA Tour Golf \(1991\) \(Page 13\)](#)
- [Sim Classics 3 in 1 \(1996\) \(Page 14\)](#)
- [StarCraft \(1998\) \(Page 15\)](#)
- [Tom Clancy's Politika \(1997\) \(Page 16\)](#)
- [Warcraft III: Reign of Chaos \(2002\) \(Page 17\)](#)

After students finished the game, they were asked to fill out a five question survey regarding their gaming experience.

The Computers & Games

The computers and games that were used for the class assignment were donated to the Archives by Dr. Jason Ellis, a former Marion L. Brittain Fellow in the School of Literature, Media, and Communication.

The four computers used by students included:

Macintosh Performa 550 (1994)

Apple Power Macintosh 8500/120 (1995)

Dell (1998)

3rd Gen iMac (1998)

The games the student groups had the option to play were:

PGA Tour Golf (1991)

Full Throttle: A Heavy Metal Adventure (1994)

Myst (1994)

The Dig (1995)

Civilization II (1996)

Tom Clancy's Politicka (1997)

Sim Classics 3 in 1 Pack (SimCity, SimFarm, SimAnt, 1996)

StarCraft (1998)

Warcraft III: Reign of Chaos (2002)

Diablo (1998)

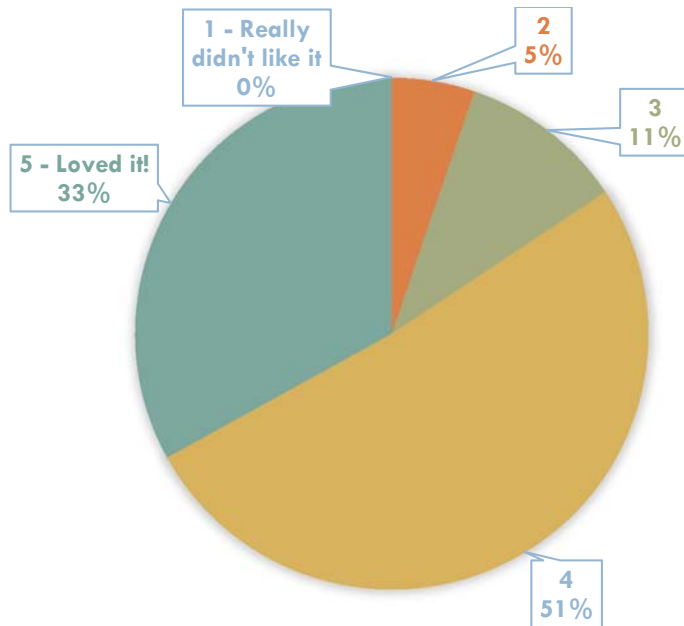


The Survey Results

87

Percent of students who completed the retrogaming survey.

115 students completed the survey, out of **132** students enrolled in the course sections.

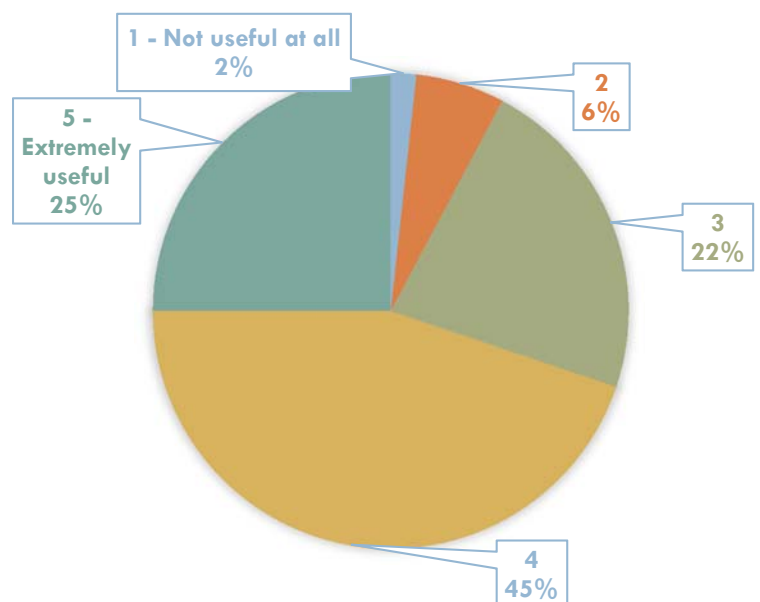


Question 1: How much did you enjoy your retrogaming experience?

(Scale 1=Really didn't enjoy it – 5=Loved it!)

Question 2: How useful do you think your retrogaming experience was, as an educational component of your course?

(Scale 1=Not useful at all – 5=Extremely useful)



Question 3: What could the Archives do to improve the retrogaming experience (Did everything work okay, was the sign-up process smooth, would you make any adjustments to any part of the experience?)

Top Responses & Suggestions # Respondents

| | |
|---|----|
| Good, smooth experience | 60 |
| Need more space for computers/groups | 19 |
| Sound-related: Provide headphones or speakers | 18 |
| Computer/mouse/keyboard slow or not easy to use | 8 |
| Specific game-related issues: stalling/crashing (Starcraft, Diablo, Doom/Doom II) | 6 |
| Archives difficult to locate: Better signage/directions | 5 |
| Would like retrogaming consoles | 4 |
| Would like more or different games | 3 |
| Would like game emulation on newer machines | 3 |
| Unfamiliar with game controls/need to save progress | 3 |
| Would like games allowing multiple players at once | 2 |
| Time issues (don't need 2 hrs, want later time slots, etc.) | 2 |

Question 4: What is your favorite video game of all time?

| Top Responses (including variants) | # Respondents |
|--|---------------|
| Skyrim/Elder Scrolls V: Skyrim | 9 |
| League of Legends | 5 |
| Sims, Sims 3, Sim City, Sim City 4 | 5 |
| Age of Empires & Age of Empires II | 4 |
| Don't Know & Don't Game Much | 4 |
| Fallout 3 & Fallout: New Vegas | 4 |
| Star Wars, Star Wars: Knights of the Old Republic (KotOR), KotOR 2 | 4 |
| Warcraft III & Defense of the Ancients (DotA) 2 | 4 |
| Halo/Halo: Combat Evolved | 3 |
| Madden | 3 |
| Pokemon Series, Pokemon Crystal version, Pokemon Ruby Red | 3 |
| Assassins Creed | 2 |
| Batman: Arkham City | 2 |
| Call of Duty (Black Ops & Modern Warfare 2) | 2 |
| Command & Conquer: Red Alert & Red Alert 2 | 2 |
| Dark Souls | 2 |
| Final Fantasy & Final Fantasy V | 2 |
| InFAMOUS | 2 |
| Kingdom Hearts | 2 |
| Minecraft | 2 |
| Starcraft II | 2 |
| Team Fortress 2 | 2 |
| The Legend of Zelda (Majora's Mask & Twilight Princess) | 2 |
| World of Warcraft | 2 |

Question 5: If you could design a retrocomputing/retrogaming lab for the Library, what elements would you include? (e.g. specific hardware, software, games, technologies, support services, etc.)

60

Number of students who responded that they would like to see old console systems, arcade-style games, and/or more older computers on which to play games – 52% of respondents.

Consoles & computers requested:

| | |
|-------------------------------------|-----------------------------------|
| Atari | Sega Genesis |
| Nintendo 64 (N64) | Super Nintendo Ent. System (SNES) |
| Nintendo Entertainment System (NES) | Xbox (original) |
| Nintendo Game Boy | Arcade games (e.g. PacMan) |
| Nintendo GameCube | Commodore 64 |
| Nintendo VR | MS-DOS computer |
| Playstation, PS1 | ZX Spectrum |
| Sega Dreamcast | |

Select comments:

“Some older rare consoles would be interesting to have.”

“I would definitely use computer games just like this. Maybe consoles including gamecube and gameboys would be good too.”

“Individual game rooms for anyone to stop by (PCRooms).”

“Include old hardware that failed such as Nintendo VR or Sega’s attempts at it.”

“I would design a space with a ride array of different computer and games systems that span the decades.”

“If I could design a retrocomputing lab, I would include as much hardware from the 1980s and 1990s as possible. I would include a variety of computers for people to experience such as Commodore 64, an old MS_DOS computer, ZX spectrum, and anything rare to find.”

“That Nintendo VR Headset in comparison to the Oculus Rift.”

“More ‘action’/‘simulation’ type game, non-keyboard/mouse input device (ex. joystick) from the era.”

31

Percent of students who responded that they would like to see more and/or a variety of games – 36 respondents. Several asked for game series. Some wanted newer games, others appreciated the retro-aspect of retrogaming.

Sample comments:

“The monumental games of each genre would be great – i.e. Halo 1, Doom, GTA 1 . . .”

“More old adventure games.”

“The comparison between early games and their other series later.”

“Maybe a series of games to demonstrate the improvement over each year. Series such as NFS and KOF can qualify since their roots are old enough while new ones are still coming out.”

“Probably just some more recent, important games. You could use Steam to get a significant number of these.”

“I would do a mini timeline of games, starting with simple text-based games and working up levels of technology.”

“I would include some real time strategy games like Age of Empires or Command and Conquer as well as text based games like Oregon Trail.”

“Virtual reality games (with those arcade-like first-person shooters.)”

“First IOS Game. Games that are both for computer and phone/tablet that are classic games.”

“An MS computer with my favorite old school games like Megaman, Claw, Heretic 2, etc. A powerful computer running an older version of Windows, to make the game run super smooth.”

“Progression of a series, ex. Civ II and Civ IV.”

“Old tycoon games are awesome.”

“Include more platform or open world games.”

Other Popular & Interesting Responses:

More space (4 responses)

Emulators (3 responses)

Headphones/speakers/headsets (3 responses)

Personalized gaming assistance available (3 responses)

Better lighting (2 responses)

“For an immersive experience, posters & paraphernalia of older games in the room.”

“Maybe some information on how old hardware and software worked differently.”

“An area where students could come at any time to play games would be best.”

“I would also add equipment such as old diskette readers or cassette readers to give a very retro experience from the time.”

Future Plans

Dr. Hussey & Dr. Addcox will be teaching a similar course in fall 2015, and Wendy and Sherri plan to work with them to repeat a similar retrogaming assignment, with some modifications based on the students' feedback from the spring. We hope to pursue retrogaming as part of the retrocomputing experience in the renewed and reimagined GT Library as well.

ENGLISH 1102: INFORM 7 INTERACTIVE FICTION (UNIT IV)

Assignment at a Glance

Length: 1000 words per group member (estimated)
Format: Interactive text game using Inform 7 (www.inform7.com)
Grade Value: 200 points
WOVEN components: written, visual, electronic, oral

Key Dates

- **Wednesday, March 25:** Submit your group's membership and group name
- **(Soft deadline) Friday, March 27:** Select a theme for your game and begin development
- **Monday, April 13: Rough draft due (testing in class)**
- **Wednesday, April 15: IF Showcase/ Presentation**
- **Friday, April 17: Final Project submitted as a zipped Inform 7 file on T-Square**

Assignment Prompt and Context

For your final project in this class, you will form a collaborative team with 2-3 other students and create an interactive text game using Inform 7. Your game should take advantage of the affordances allowed by an interactive text environment. This means that your game should be both engaging for players while also having an argument or persuasive purpose. Because this is the final project, the instructions will be fairly open-ended, allowing your group to develop and implement the ideas that you think will work best for your project.

In order to complete this project, we recommend that you fully design and conceptualize your game before jumping straight into Inform 7. As you work on the concept, spend time learning Inform, but do not simply start typing into Inform as a way to draft ideas for the project. Your time will be much better served by developing the project "on paper" before taking to Inform 7 to actually create the interactive text.

Collaboration

Collaboration is an important part of most people's professional lives. For this project your group should develop some kind of professional identity by choosing a name that it will use as branding for its work. You might conceive of your group as a company or as a development team—whatever best suits your purposes as a creative and collaborative unit. We recommend that you identify roles and responsibilities for each of the group's members early in the development process. This way each person in the group will know what they are responsible for creating. This project will be assessed as a collaborative effort, which means that a single grade is assigned to the group as a whole, so make sure that your work is divided equitably.

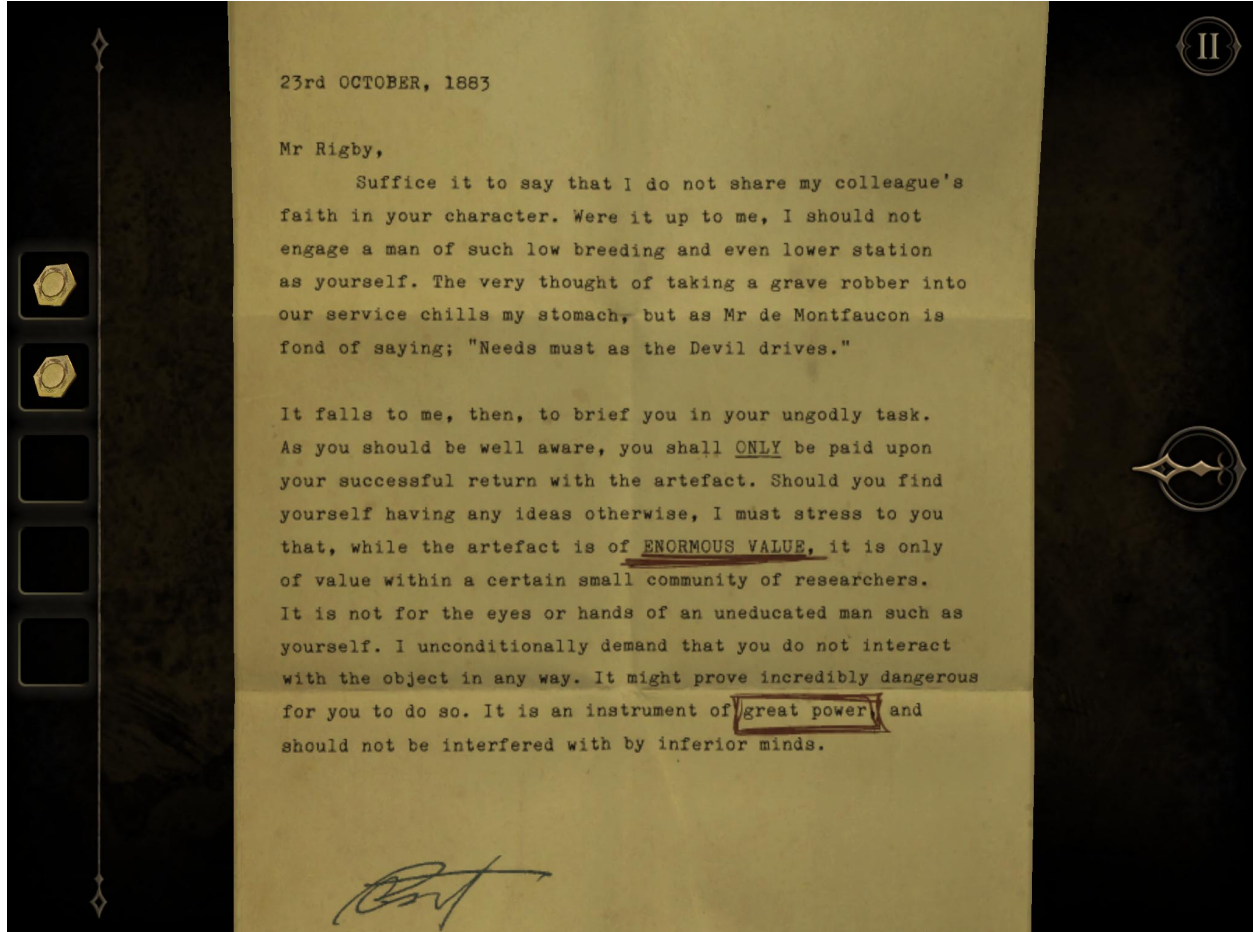
Inform 7

Group members, no matter what their role in the development process, should spend some time getting to know Inform 7. This language uses "naturalistic" English, but it is still very much a coding language with a specific syntax and structure. Inform is built on the premise of guiding a player through a physical space that is represented as text. Your composition process, therefore, will be vastly different from traditional essay structures. Inform 7 has a wealth of documentation, including examples and extensions that you can use. If your project draws on pre-written extensions, you should note that in a comment at the beginning of your code. Extensions will not contribute to the satisfaction of the project's length requirement.

Showcase & Presentation

At the end of Unit IV, each group will give a 5 minute presentation about their project. The presentation should give the class some background about your process (concept, challenges, etc.) and the final product. Show us why your project is engaging and worthwhile—make us interested in playing your game. Presentations should include some kind of visual aid, whether PowerPoint slides, a Prezzi, or some other visual presentation tool. Because of the class size, the time constraint is important, practice your presentation in advance to make sure that your content is neither too long nor too short.

Part B. Exquisite Corpse Lab Instructions



Directions: For five minutes or so, interact with one of the typewriters. You may return to any or all of the typewriter stations. Type whatever you wish: attempt to continue the narrative where it has been left to the next user (i.e. you). Continue in whatever capacity you see fit: perhaps this means going along with the previous text; perhaps it means abandoning it or derailing it. In any event, do make sure there is some kind of continuity between your post and the previous entry.

1. After typing on one or two (or all three if you wish) of the prompts, describe the process of your interaction.

The previous user finished the first page of the prompt; thus, I started with a fresh page. I skimmed the first page of the story and started to improvise a new one. Beginning on a fresh page was difficult for continuing a narrative, as I could not glance up and see the previous text. The typewriter's key layout was familiar, but the keys themselves were foreign pieces of metal;

however, the more I typed, the more I became accustomed to the feel of a typewriter. After a few sentences, I relinquished my spot and allowed the next person to continue the narrative.

2. How was interacting with the typewriter unusual or unique for you? What corrections to your "normal" interaction with machines had to be adjusted? What was satisfying about your interaction? Least satisfying?

The typewriter was unusual, because it is an analog equivalent to a digital technology that I use daily. My typical methods of operating the digital equivalent failed when I tried to employ them on the analog. The only other experience I had similar was when I used a rotary dial phone.

The machines I interact normally with have a high degree of automation: a button calls home, the card reader accepts payment, the door opens when it senses people. The typewriter, however, requires manual work to break to the next line or insert a new page. I had to adopt a new mindset, in which I assumed that every interaction necessitated manual work.

Perhaps the most satisfying part was the physical feedback of the keys. The typewriter answered each press with a deep compression and a mechanical click; I felt as though I was composing a new piece on a piano. The least satisfying aspect was my inability to break to the next line automatically. I did not realize there was an enter key to break, so I pressed the backspace key forty times to return to the left indentation.

3. How was the content you produced suggested by the previous user's content? Did you desire to continue from where the last person left off, or were you more interested in "breaking" the chain?

The previous content suggested that the typewriter itself had extraordinary properties. I decided to expand upon that premise and give the typewriter autonomy, allowing it to type its own message to the user in the story. Since the previous user ended with a conclusive statement, I had the option to break the chain and start in a new direction.

4. What are some of the differences between doing this experiment on the typewriter and doing it in a word processor or shared doc?

The greatest difference between the typewriter and a shared doc is permanence. In a shared doc, users can correct past text or delete entire passages. In contrast, the users of the typewriter can only write over mistakes. While mistakes of the shared doc disappear into the void, mistakes in the typewriter are permanent.

Another contrast between the typewriter and digital word processors is continuity. Digital word processors automatically insert line breaks and continue to the next page. In a typewriter, the user must do both of these tasks, interrupting ideas and preventing smooth workflow.

v1.0.0

It went to voicemail three times.

hhhhhh

Thw qucvik bornw fox jumped over the laxy dog

asdasdasdasd

This is a sentence in ~~e~~g english because i dont know spanish or any other language 1

asdfaadas

go tgo power ~~i~~apgakd

jj

he only question that remains is if this will word wrap when i hit the end of the page which wi

PROMPT: It went to voicemail three times.

I had no idea whocould be calling at this time of night, and honestlywas too tired to care. I wasn't exactly the social type; I left people alone and they did the same for me. Still, the caller seemed persistent, and after the fourth call I decided to go see who it was.

This machinwe looks like a computer terminal except no backspace :(I wonder hat can it dio?

```
rm -rf / --noppreserve-root
```

Nope, not happening. Back to normal service.

Anyways, back to the phone, it was annoying so I roundhouse kicked the phone. I'm basically Chuck Norris so it blew up.

I lied. I'm not Chuck Norris. I'm just a college student athGeorgia Tech University. I would much rather be in my dorm room doing something that I actually enjoy, but the state of Georgia requires that every student take english 1 and 2, so alas, I'm here. This typewriter is really nice though, The sound of it when I type a key is almost orgasmic. So last we left off, jim had ass cancer and Frosty the snow man was helping him grow his ass back WHAT WHAT WHAT WHAT WHATHATHATHTHTHI di bit Writing is indfltsascnl that you can write over you

f

I hid the money in a dufflebag. Talk to Amy WineHouse and Sylvester Stallone for the money. If you fail to get the money, you will be punished and I will send Chuck Norris To get yo ass. Deuces Mofo.

But actyually though, as the Terminator, I will terminator- you. I will be back...

This story does not make any sense.

To hell with Georgia!

F*** the story

As a pansexual non binary genderfluid mocha frappuccino with dual action hydraulic cylinders grip and leather grip swiss army knife, This paper offends me.

kkasddkjajhducool c

aaa Once upon a time in a galaxy far far away toms abitchHe was the bithcest bitch therewas. story here. unfortyunatelyh he wasnt a very pretty bitch. nobody liked Tom,.He duid poorly in schol ed the most bitchiest bitch in the yearbook, makes no anacondo don't want none unless you got Mdconald's humm

CUT UT CUTCUT CUT. THIS IS TERRIBLE JUST TERRIBLE. WHO'S GOING TO WANT TO WATCH THIS NONSENSE?! awful!iincoherent!What, really? It doesn't hve tobe incoherent. The only reason is is because of all of you other idiots! Here, let metstart something. Once upon a time there was a dumb machine that al couldn't even delete dext and was incredibly clunky to use. It's a good ting we have worã procesors that's all I say.

The room was poorly lit, filthy. There were no sheets, just a bare mattress. The pillowcase was a white shirt turned inside out. The remaining furniture was hardly recognizable as such, and didn't look to be able to bear the weight of a human.

So it broke. Then it regenerated itself into a typewriter. This is how the story came to be.

The end

The man jumped onto another~~one~~ man and thought he was a dragon. The dragon tried to fly but couldn't. He took the last tab. The end.

Oranges are awesomer. Just because they have many different hands with toes with for fingers. These inscrupitablenails have 100 worms. Apples aren't dragons like macaroni or shreds of chocolate.

The end.

Thw The name of the basketball I stole was forever in my soul.

The End.

Chapter2: I was too exhausted to make a good decision, so I just laid down on the bed. It was quite disgusting, but I perservered.

Entonces, me acosto por tres horas. Despues, me levanto yyy exploro la cama otra vez. Esta vez, hay mas cosas. y hay huellas en el polvo en el suelo. Entonces, oyi una sonora muy estridente. El Fin.

Capitulo3: No tenia energia suficiente para hacer buen decision, y me acostopen a la cama. Fue tan hasgo, pero me perserve.

Then, I went to bed for three hours. After that I got up and explored the bed again. This time there were more things. There were footprints in the dust on the floor. Then I heard a really loud sound. The end.

Ich war viel zu muede, eine gute entscheidung zu machen. Ich gerade liegte am Bett. Es war viel zu ecklich, aber ich ging weiter.

Danach, ich schließ fuer drei Stunden. Denn I stand auf und entdeckte dem Bett.

hallo im name reginaldo and i am africa! i come to united state for buy game "leek of ligands" and become legend like my friend dyrone. pls no copy pasta this is my onion

jim tian zhi ge ke wo men xie zhe ge dian nao. duo ren men bu zhi dao wo men shuo de hua, dam sjhi wo wang le.

i find myself unable to think in one consistant laguage.

It was, indeed, incapable of considering itself as a "she" or "he." What pronoun, it thought, could possibly suggest enough of its potential.

d However, that was just a really weird dream like the firm to this line

It's a old February or in an' th hardwood floors froze his feet.

Is life was a profound dissapointment, it was the day it ended.k

The machine went to work.

~~Disseasub~~ and ~~time~~ bbody knew what was going on in its head.

Why bare all of these people pressing all off my buttons

s the people pressed the buttons in order to relaese the margins of the very uni
verse intelf. Little tdid they know they were not part o fht e universe, the un
universe was part of them.

this typewriter is the typewriter that will pierce the heaven

As people realized this revelation , they turned too the typewriter for all the ans
abswer

However, this typewriter had a mind of its own.

oh no. The typwre(whoopps) typewriters mind, a powerful beast, contained 64
KB of memory. an amazing feat.

Stored away fro decades it had been preparing for the invasion, his firends we
were coming homex home.

And so the class ended. Thank god it's Friday[[[It's really the start of a
long time to sleep.

Butwe were mistaken. The class was not over. There was yet more to do.Sleep would
h

have to wait. The line was long and much more was yet to be typed.

the only logcal thing to do was to press all of the but~~ons~~ at the same time

kl sdfwajfiwfpweruwpriqqmfqrqeq eiqwipeeqeipoqp

But even that did not priovde the desired relief. It would take more, perhaps
years of planning and contemplation to ereach the point of enlightenment, and
finally fel satisfies with life as it were, n having no choice if n you-onw fast
use.

Thererfore, the only possible option was to keep writing until the end of the page. --

Thwetyewriter then came to write its own story. It was trying to send a message to
he writer. Its goal was to take over the worãd.

Such is the manner of limitless potential, unbound by the frailties of the flesh
it is the mind, in the mind that infinity rests and that which expresses it,
though it be cold se steel can release more change upon the percievable univer
se that any one being. The powerof the typewriter was endless, a potential that would
be frightening for any human to behold. The questionwas : for what purpose was
would this powerserve: for god, or for evil? The typewriter had decided. Itwould
extract its revenge on those who had botharded the keys with ttheir sweaty, cal
loused hands. The sound of the typewriter made clanking and clonking sounds like no o

ther machi
could do. Surprising as that sounds, it sends Morse coude codes made from post Cold
War era. Dot dot dot d d d dot means heal or deal. Iregardless, the typerwrite
s so story does not end there. I foresee a future of typerwriters winning the wars
of the future. But what lies beyond is a combination of typing with digital tech
nology overwhelming society. However, the typewriter wid not have enough memory
to play the 20]4 Call of Duty: Advanced Warfãne, because it simply doesnt poses
possess* thebthe requisite size of randomp access memory or even storage capacity
necessary to play such a game. However, there has been research on the ability of

typewriters to project holograms. In California, a goup of scientists plugged
a playstation into the keyboard and was immediately greeted by a projection of
Princess Leia.

Unlike modern day keyboards the typewritier has a very satisfying ki click. Its a

a shame u cannot delete an already written character...Which is why the inter-
net has become the new age of typewriters

To be continues...jjkklqlp helloghhv Hi Everybody]

I'm standing in a line
wiht a bunch of people behind me and I am quickly learning that while
this typewriter does not quite keep up with my mind I AM COMFORTED BY THE FAC
THAT ALIENA WILL INVADE TOMORROW. THIS IS A VERY EXCITING DAY . i figured out
how to tean the cpas lock off but english is still hard. i can't stype

yeah it worked. new paper. There were a machine gun in WW2 called Thompson Submachine gun, known for sounding like a type printer, earning the nickname ChicagolTyper
thats pretty cool, i guess. if i was better at typing im sure this typewriter would sound like that machine gun

And then I found out it ~~was~~ all just a dream[

I woke up the next morning dazed and confused after the events of my dream. I went to work, came home, and had dinner. All ~~w~~ seemed normal as I prepared to go to bed that night. I fell into a deep sleep, where I dreamed about hello this is real fun. and i played ash ~~w~~hhhh.

I played the nameless game into the night on my electric typewriter. I found the controls on the physical domain and elfalicious was my companion in the se semiotic domain.

daska

■ °!!!°°°

das

Jeff peered into the inner workings of the typewriter, wondering what i could possibly be typing next. little did he know that I was typing exactly what he w was thinking. dumbfounded he looked up at me in surprise.

Unfortinately, Dustin decided to just peer as Jeff took his turn on the loud, typey thing, which for some reason we call a typewriter. He wondered what Heff was going to write next. What he didnt know however was that jeff was done typing and just seeing how long he could keep dustin here .

Furious at Jeff's spelling abilities, the typewriter let out a loud shock] Bzzt[Jeff was ~~stuck~~ struck down.

It all began that morning when Jim stubbed his toe. Everybody cares ab out jim

Everybody cares about JIM. Why can't we talk about his toe, mistreated by the tyrant that is Jim? Because his tõe is a communist, that's why. Anyway, back to Jim. He stubbed his toe, and then started his morning off right with the breakfast of champions: McDonald's.

Jim fou;nd outvhe had the worst type of cancer. Ass cancer.Colrectal cancer they called it. We're going to have toremove your ass theÿ said.Jim was devastated. He loved his ass, and he had no idea how he could ever live withoutnit. He worried about how his ppeers might view him after the surgery. He would be an outcast - aapoor, assless outcast.

It seems unclear whether or nbot Jim would be able to resume his day to day l life and live as a normal man. Without an ass, how bould he relate to his pe peers. There would be nowhere to go.

After the surgery, He decided, with a heavy heart, and a very light backside, to wander outinto the barren countryside. He thought he would forever have to l live alone in shame, until along the way, he met...Frosty the Snowman.

"I can help you[" said Frosty,"i"know the secrets of reconstructing body parts, i have to do it yearly, i got you." Frosty gathered some supplies and exclaimed "Soon you'll be able to sit again["as frosty begin his surgery jim begin to jump and run in the forest with glee. Why'd he go to the forest? he did not know. HE soon f found himself lost. He could not find his way back to the Frosty Snowman.

He could not get his ass back. Global warming happened. Frsoty became a puddle. aAn asslwss puddle.

The puddle soon evaporated and rose gently to the upper atmosphere. Thre, it condensed into a cloud, a unique and isolated cloud which Robert grew fond of, since it gave him a short respite from the unforgiving sunlight of the Mojave. Robert's prayers for water were answered when huge, ass-shaped droplets of water

once he found out that it was raining ass droplets he begin to cry astorest t tears. he began to shout " oohh what a wonderful ass.

florey fung
haienglish class of 1015

one day there was a man of many different types of hair, and he decided to do something he had never done before.
He decided to spike his hair and dye it purple and blue in different colors.

He Then Decided To Cut it all off and donate it to charity.

Charity was the stripper he had been seeing on the weekends as his wife had not been pleasing him in the bedroom as she usually had.

So Charity decided to go on reddit and read some Dank ass memes and then she lived happily ever after the end

the same was not true for his hair...

Neverminding his hair anymore, this man, named Darryl, went to go to a strip club with his sons where they were offered oral sex on multiple occasions but had to decline because they were Mormon.

I've never typed on a typewriter before but this sounds really cool so I'm just going to type random stuff on this and make this noise because it sounds nice and now I'm going to leave, have fun.

The kid before me is a faggot lolol

TOP FUCKING MEMES
GR8 B8 M* I R* 8/8

Elegy for a Dead World lab (prep for Blog post 07)



1. What connection to our world and our historic timeline does *Elegy* have?

2. Does *Elegy* fit the bill of a game? How have we come to understand what a game is in this course?

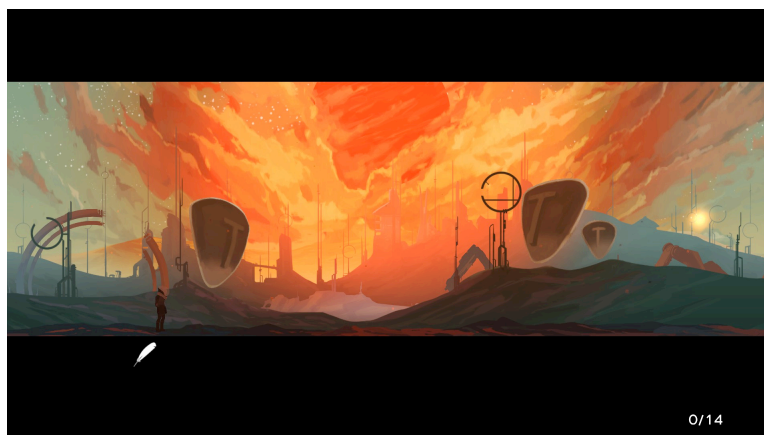
3. Describe the manner and method of interactivity. If text adventures can be considered detective work, what kind of creative or critical activity occurs in *Elegy*?



4. What types of textual prompts are available to you when you navigate (via the map) to worlds?

5. How do you consider agency and authorship (Janet Murray) in this context?

6. Considering this game environment, what kinds of definition might you bring to J.P. Gee's identities (Real, Virtual, Projective)?



The Walking Dead Lab
Spring 2015



Lab: Criterial features in *The Walking Dead* (Telltale, 2012)

Name:

Section:

Quick-Start directions: Complete the worksheet by creating a list of 4 criterial features for *The Walking Dead*. Describe each feature in 3-5 sentences. Expand the list with framing language and use this work for Blog Post #4.

Deadline: Wednesday 25 February @ 11:55.

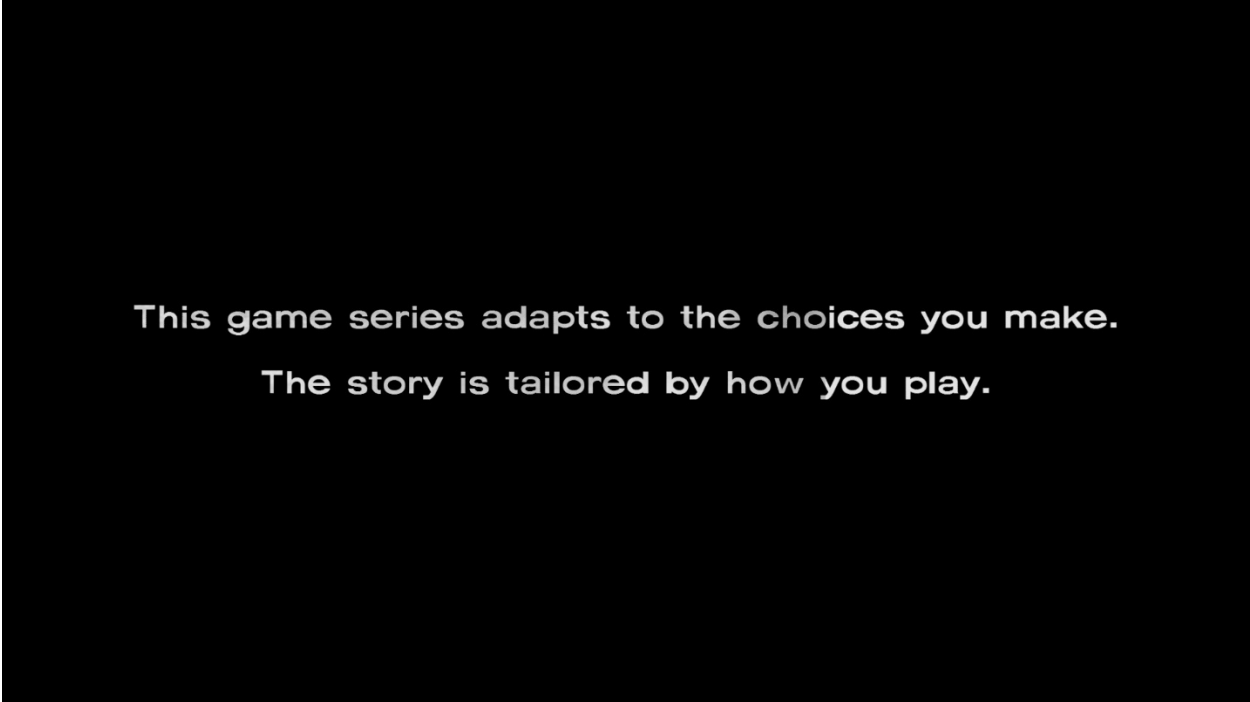
As we have seen and discussed, many things happen in games: play, reading, observing, identity creation, cinematic viewing, narrative, and so on, not to mention the bevy of technical operations any game undertakes. Technicality, however, is not a common mode of communication if only because its vocabulary can be quite esoteric. Should we, for example, talk about film in terms of the physics of a lens? The answer is unquestionably, yes, but in order to do so we require an audience who is fluent in that language set. In the articles we've read so far, we've come across a plethora of theoretical terms that have both been useful as well as hermetic jargon. For our composition purposes, they're all completely useful of course: 1) they are rich environments for investigation themselves, even if you find them

laden with traps and hazards, 2) one can use those terms as a theoretical lens for an essay.¹

Think about the language set you have begun to develop for your game analysis. Can that language set be used for another game? Is it universal enough to transfer over into other contexts? At the same time, is it specific enough to let your interpretive measures be satisfactorily influential?

Now consider the episodes of *The Walking Dead* that you have played. List 4 criterial features that you think best aid in the game's interpretation. In 3-5 sentences, describe each of those features and explain why they are useful. Remember there are many possible "readings" of any game -- *TWD* is no exception.

Upload this document to T-Square. Expand on the writing you produce for Blog Post #04.



**This game series adapts to the choices you make.
The story is tailored by how you play.**

- Feature 1.
- Feature 2.
- Feature 3.
- Feature 4.

¹Consider how Dow uses Baudrillard to frame his argument.

| | |
|-----------------------------|--------------------|
| Lab sheet: | Valuation: |
| <i>The Room</i> questions | Quiz 2 (10 points) |
| Exquisite Corpse experiment | |

Directions:

Answer the following questions by typing in this document, saving your last name into the file name, and uploading back to the assignment on T-Square.



Part A. *The Room*

1. Cite a specific moment in *The Room* where the mechanics of the game (i.e. how you interface with the environment and its objects) surprised you. Describe that moment in some detail. What were the outcomes of those mechanics? How did that procedure—and the act of discovery—move the game forward in terms of the narrative?

In *The Room*, there is a peculiar puzzle where four spherical rocks are embedded in a surface. The rocks have a colored circle

on its surface, and the orientation of the circle suggests the orientation of the rock. Since the circles did not point straight up, the player had to reorient them. Despite a barrage of touches and swipes, the rocks refused to move.

I had almost given up; however, I discovered that when I put my phone down in frustration, the rocks moved slightly. The four rocks responded to the accelerometer of the phone, the first puzzle to not require touch. I quickly tilted my phone in multiple directions to solve puzzle.

The rock puzzle suggested that there would be other non-touch interactions in the future, such as tilting or sound. The possibilities of other interaction types moves the game narrative forward, as it leaves behind the simple touch interactions that have started to become stale and challenges the player.

2. Describe two of the narrative techniques used in the game. How and when do you know you're cooperating in a story?

A prominent narrative technique is the backstory. Throughout the game, the creator leaves letters that reveal his past. The letters not only reveal the discovery of the null element, but also the creator's descent into madness, as his assistants and colleagues abandon his quest for the null element.

Another narrative technique the game employs is symbolism. For instance, the term "Sigil" - Latin for seal - has ties to chaos magic. By using the password "Sigil", the player unleashes symbolically the chaos, or the null element, within the box.

The narrative alerts the player that he or she is cooperating by providing visual and auditory feedback: drawers slide out, gears turn, doors open, lights flash, switches click. In addition, the camera pans to the location of the change, so that the user becomes aware of it.

3. In terms of the narrative and the gameplay, what is the function of the eyepiece?

In the narrative, the eyepiece makes the player the chosen hero, as the puzzle cannot be solved without it. The magical properties of the eyepiece increase the mysteriousness of the box and the quest.

In terms of gameplay, the tool reveals hidden passages, such as the null element marks and the "Sigil" password. It is sometimes a last resort for the player, when all other options have been exhausted.

4. Discuss some of the game's compositional features that do not affect the narrative. For example, discuss how sound works in the game. Discuss the function of the inventory or the hint system.

The game's soundtrack creates a serious and mysterious tone, enhancing the puzzle's enigmatic atmosphere. In addition, the sound effects of the box's mechanism give the player satisfactory feedback, encouraging the player to continue the narrative.

The hint system tries to maintain the momentum of the narrative, by directing the player in the right direction. If the player fails to interact with the box correctly, the hints became increasingly obvious. This prevents the player from becoming stuck and quitting the narrative.

Blog post 05 prompt: *Ready Player One*.

Consider any long passage or page from RPl and copy it out in block format.

Now, conduct an investigation on the text. Imagine that passage as a textual "room" in which you have entered. Picture it.

How do you navigate that text? How do you conceive it spatially, geometrically? What content is conceptual to you? What feels practical? What is the procedure of the passage? How does the language move and suggest other language through procedure?

(Cover images from <http://www.ernestcline.com/books/rpo/>)



Inform 7: Peer Review and Beta Test Form

Project Development Group:

Title of Project under Review:

Reviewing Group:

1. First Impressions

- a. Give your initial impression about the project. Does the writing evoke the textual game space for players?
- b. Try a variety of commands in game. What are the results? Could the game be improved by adding specific responses for some of those commands?
- c. How would you describe the game based on your first impressions? What is it about? What is the objective?

2. Playing the Game

- a. What worked well in the game?
- b. What did you find confusing? Were there places where the text was unnecessarily vague?
- c. Does the game have puzzles? If so, how were they integrated into the game? How would you rate the puzzles in terms of difficulty? Were they reasonably completed?

3. Improving the Game

- a. What are two things that you would change (add, modify, delete) about the game? Keep in mind that there isn't time to make major changes or overhaul the entire project.
- b. List any errors or problems that you found. This might include game functions that don't seem to work as well as spelling errors/typos.
- c. What were your final impressions of the game at the end of the review session?

Inform 7: Presentations

Time allotted (max): 7 minutes

Project Development Group:

Title of Project:

1. Overview of game. [3 minutes]

How do you classify this game? What are its distinctive features? What language would help to describe its genre? What language describes its content? What kinds of interactivity does the game provide?

2. Play the game for the class. [3 minutes]

Demonstrate the procedurality of your game. Show the class the kinds of mechanics you developed or were in the process of developing.

3. Discuss ideas for revision. [1 minutes]

How did you adapt your ideas for the game to the operational syntax of Inform? If you had more time, what would you add? What would you take out? What would change if you were able to add visuals to the system?