

Edited by Chris McGunnigle

Gamification in the RhetComp Curriculum

SERIES IN CRITICAL MEDIA STUDIES

Summary

Gamification is an up and coming popular trend in all levels and types of education, including public and private schools, higher education, the military, the private sector, and elsewhere. Gamification introduces aspects of game design like teamwork, competition, rewards and prizes, storytelling, and more into lesson plan units. In many cases, actual games, whether it be Scrabble, Hangman, Candy Crush, Dungeons & Dragons, and many others, are adapted into educational tools. This chapter collection will specifically look at the use of gamification techniques in Freshmen Writing courses and related Composition, Writing and Rhetoric classes. Each chapter will provide sample gamified lessons supported by relevant scholarship in both Gamification Theory and Writing Studies.

About the editor

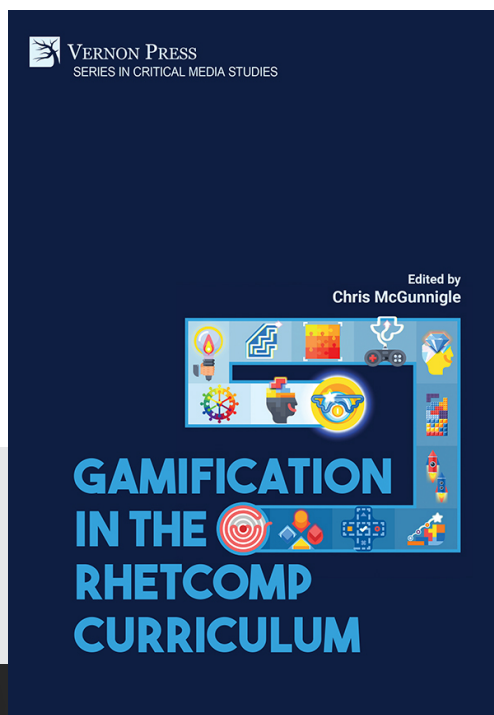
Dr. Christopher McGunnigle received his PhD from the University of Louisiana at Lafayette in Rhetoric and Composition with a dissertation focusing on Hybrid Media. Having studied gaming rhetoric for his dissertation, he soon began incorporating game-based pedagogy into his lessons to create a more active and engaging classroom environment.

As one expects of scholars working in the composition space, the level of writing is uniformly strong, often engaging, and not infrequently superb. The regular inclusion of autobiographical elements (especially in Chris McGunnigle's introduction) gives the book the kind of personal and collegial tone that its audience (composition pedagogues) appreciate.

The introduction does its job very well, motivating and describing gamified composition pedagogy, surveying the major themes in the relevant scholarship, and situating the contributions that follow. It is a helpful contribution to an important area of composition pedagogy.

Dr. Randy Allen Harris

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