**Media Studies 360**  
Intended for 40 undergraduate students  
Spring 2025 at the University of Victoria  
[lək̓ʷəŋən](https://www.songheesnation.ca/community/l-k-ng-n-traditional-territory) and [WSÁNEĆ](https://wsanec.com/) territories  
M and Th, 1 - 2:20pm | 1.5 units | prereq: AWR  
Taught by [Jentery Sayers](https://jntry.work/) (he / him) | [jentery@uvic.ca](mailto:jentery@uvic.ca)  
Office hours: M and Th, 12-1pm, in CLE D331

**YOUR NAME:**

# Worksheet 1

Worksheet 1 covers course material from January 9th (“Work and Play”) through January 27th (“RPGs”). Your response is due via Brightspace by Thursday, January 30th, at 1pm.

The worksheet is *open-book*, meaning you are allowed to use the course website, the class notebook, your own notes, recordings of class sessions, the library, and the internet to address the prompts.

*Please cite your source material.*

## Format

This open-book worksheet contains *three* prompts, and I will mark it holistically rather than giving each response a separate mark.

Some prompts ask you to create media. Please attach your audio, image, or video files to your response in Brightspace. Do *not* use YouTube, SoundCloud, Vimeo, Google Drive, or any other non-Brightspace platform to submit files.

If you play a game with someone else or observe them playing (outside of Twitch, YouTube, or a similar public streaming or publishing platform), then please first acquire their written or recorded permission and include it as part of your submission.

## The Three Prompts

**Prompt 1**. Select a game of your choice, play it for about an hour, and take notes as you do. Then use no more than 400 words, including terminology from the class notebook, to explain how playing it intersects with work and labour. Be specific and be sure to include examples. You might even test the game against Bernard Suits’s remark: “Playing a game is the voluntary attempt to overcome unnecessary obstacles” (1978). Feel free to include documentation (video, audio, or images) of the play session.

**YOUR RESPONSE:**

**Prompt 2**. Return to the game you played for Prompt 1. Play it for another hour or so. Use a concurrent or reflective think-aloud strategy to 1) document your play (video, audio, or images) and 2) comment on what you expect will happen next in the game. Then use no more than 400 words, including terminology from the class notebook, to reflect on what you learned about genre, story, and mechanics in games from this exercise. Be sure to include your think-aloud documentation and commentary alongside your written response. Optional reading: [“I Suck at This Game: ‘Let’s Play’ Videos, Think-Alouds, and the Pedagogy of Bad Feelings,”](https://journalhosting.ucalgary.ca/index.php/TLI/article/view/70218) by Derritt Mason (2021).

**YOUR RESPONSE:**

**Prompt 3**. Return to that game one more time but observe someone else playing it. Maybe you visit a local arcade or board game cafe, watch Twitch or YouTube, or meet up with a friend online or somewhere in town. As you observe, take notes on how the person plays the game but also the gaming venue or platform where they’re playing it. Then use no more than 400 words, including terminology from the class notebook, to describe and reflect on what you’re learning about 1) the game’s culture and community and 2) the sort of content people produce (or could produce) about the game. Feel free to include pertinent URLs and/or documentation (video, audio, or images) of the play session. Optional reading: [“Ethnography as Play,”](https://www.museumofplay.org/app/uploads/2022/05/14-1-Article-2-Ethnography.pdf) by T.L. Taylor (2022).

**YOUR RESPONSE:**

## References

**ADD YOUR REFERENCES HERE. VERY IMPORTANT. YOUR REFERENCES.**