NTEQ Lesson Plan for: Exploring the Affects of Persona Upon Ethos Through a COTS Game "Diablo II"

David Georgina

Recommended Citation
NTEQ Lesson Plan for: Exploring the Affects of Persona Upon Ethos Through a COTS Game "Diablo II"

Description
In English, literacy is tied to author and the reader (understanding and interpreting symbols for meaning), text—how, why, what, where of story (character, time line, plot, themes...). In digital games, all of this is true plus an additional skill for usage of the tool itself. Learning to utilize the tool for writing is a very important skill for both literacy(s): being able to navigate the internet for research, for definitions, for creative ideas and uses of games, being able to respond thoughtfully in detailed thorough text—plus learning to use the computer to operate the game commands—all this is fodder for literacy discussion in the English classroom.

The educational value of playing the COTS game is in playing to enhance student understanding of how persona affects ethos in writing. This is accomplished with the use of student groups and individualized game playing. The player will develop a relationship with their Avatar in much the same way a writer develops a persona to increase their ethos. There is a direct link with the player and the success of the Avatar which can be used to introduce the concept of persona in writing—from logos, ethos, and pathos—persona is related most closely with ethos or the writer’s credibility. As the player becomes more attuned with the Avatar and the Avatar’s requirement for successful play, the concept of persona becomes more real to the player—the player is the Avatar in many ways; indeed, the player must become the Avatar while playing or else the focus of the challenge/quest and even the play of the game itself is lost.

Rights
Terms of use for work posted in CommonKnowledge.

This article is available at CommonKnowledge: https://commons.pacificu.edu/inter10/40
NTEQ LESSON PLAN FOR: EXPLORING THE AFFECTS OF PERSONA UPON ETHOS THROUGH A COTS GAME "DIABLO II"

Posted on August 1, 2010 by Editor

By David Georgina

LESSON TITLE:
PLAYER ETHOS AVATAR/PERSONA

SUBJECT AREA(S):
ENGLISH COMPOSITION

LEARNER EXPERIENCE LEVEL:
FIRST YEAR COLLEGE WRITING

TIME REQUIRED:
SIX CLASS SESSIONS (15 HRS OF CLASS TIME) PLUS 6-9 HRS OF STUDENT HOMEWORK

Session Summary

In English, literacy is tied to author and the reader (understanding and interpreting symbols for meaning), text—how, why, what, where of story (character, time line, plot, themes…). In digital games, all of this is true plus an additional skill for usage of the tool itself. Learning to utilize the tool for writing is a very important skill for both literacy(s): being able to navigate the internet for research, for definitions, for creative ideas and uses of games, being able to respond thoughtfully in detailed thorough text—plus learning to use the computer to operate the game commands—all this is fodder for literacy discussion in the English classroom.
The educational value of playing the COTS game is in playing to enhance student understanding of how persona affects ethos in writing. This is accomplished with the use of student groups and individualized game playing. The player will develop a relationship with their Avatar in much the same way a writer develops a persona to increase their ethos. There is a direct link with the player and the success of the Avatar which can be used to introduce the concept of persona in writing—from logos, ethos, and pathos—persona is related most closely with ethos or the writer’s credibility. As the player becomes more attuned with the Avatar and the Avatar’s requirement for successful play, the concept of persona becomes more real to the player—the player is the Avatar in many ways; indeed, the player must become the Avatar while playing or else the focus of the challenge/quest and even the play of the game itself is lost.

**Learning Objectives**

By the end of this lesson:

- The learner will actually play the game and experience the concept of persona through the use of their Avatars. The player will also be able to distinguish between the narration and the action of the game.
  - Persona as the avatar, Ethos as the player—credibility of the writer based upon the character (avatar) of the writer (player).
- The learner will be able write accurate short answers about the gaming world through researching any of the following:
  - The role of, food, water, protection, belief systems, myths, religions in a community and the power to dominate or organize people.
- The learner will be able to openly discuss through in-class discussions, blogging, or online discussion groups elements of the game and how they compare with elements of fiction and writing.
- The learner will be able to complete online research, write, peer-review, and present research findings to the class (topics related to playing the game).
- The learner will also prepare and present findings through presentation software to the entire class.

**Problem Statement**

Define through game play how the player/Avatar relationship is similar to the relationship between ethos and persona in writing?

- This adventure game is all about persona; the player is asked to imbue the Avatar with the qualities needed to win challenges. The qualities that the player chooses determine the effectiveness of the play. As the Avatar’s actual skill levels (attack, defense, move, magic, life...) improve the player’s abilities improve. There is a direct link with the player and the success of the Avatar which can be used to introduce the concept of persona in writing—from logos, ethos, and pathos—persona is related most closely with ethos or the writer’s credibility. As the player becomes more attuned with the Avatar and the Avatar’s
requirement for successful play, the concept of persona becomes more real to the player —the player is the Avatar in many ways; indeed, the player must become the Avatar while playing or else the focus of the challenge/quest and even the play of the game itself is lost.

Standards

The objectives for this assignment (and others which are associated with the COTS games) align with Gagné’s Learning Taxonomy including: verbal information, intellectual skills, rules, cognitive strategies and motor skills. The learning outcomes in for the assignments using Diablo II Lord of Destruction-Expansion Pack are in purple text.

1. Verbal information: Reciting something from memory
   - The game does not require a player to recite anything from memory; however if in multi-player mode a player may be required to declare status and character of their Avatar and this action necessitate reciting information

2. Intellectual skills
   - Discrimination: Recognizing that two classes of things differ
     - Distinguishing the difference between simple demons from special demons
   - Concrete concept: Classifying things by their physical features alone
     - Identifying life potions and mana potions for separate storage and usage
   - Defined concept: Classifying things by their abstract features
     - The entire game is abstract in application and requires the player to categorize each undead, demon, or monster type challenge with a series of similar and newly acquired actions. Also applying the rules such as boundaries, or elemental realities such as cold, hot....
   - Rule: Applying a simple procedure to solve a problem or accomplish a task
     - The game consists of simple problem solving as when demonstrating abilities with weapons or skills; applying the necessary and appropriate potion or scroll in order to open a chest or create a diversion.
   - Higher-order rule: Applying a complex procedure to solve a problem or accomplish a task
     - The procedures players use to create complex actions based upon a series of commands—tasks/attacks/defense

3. Cognitive strategies: Inventing or selecting a particular mental process to solve a problem or accomplish a task
   - Creating a series of actions for effective fighting which kills a monster and leads to reward.

4. Motor skills: Performing a physical task to some specified standard
   - Executing the correct mouse or keyboard strokes to move the character from place

5. Attitudes: Choosing to behave in a way that reflects a newly-acquired value or belief
   - Electing to kill, quest, don better equipment are all attitude based. The game demands user emotions to challenges.

Resources
**Computer-Related:**

- Computers in the lab with the Diablo II games installed
- Access to the teaching platform required for this Composition course
- Discussion groups created in the teaching platform
- Email for student to student and instructor inquiries
- Online internet access
- Search capabilities
- Power Point (other presentation technologies)
- Website access for cheats and additional play materials
- MSWord

**Paper-Based:**

- The final group paper on ethos and persona will be printed out.

---

**Human Resources:**

- Fellow students within assigned groups
- Teacher contact
- Online gamer groups

**Hands-on Materials:**

- Access to Diablo II web site
- Internet Access
- Manual

---

**Handouts:**

- Basic instructional **manual** on how to play game
- Assignment sheets for:
  - research paper,
  - persona/ethos exercises,
  - presentations

---

**Other:** None

---

**Computer Applications**

<table>
<thead>
<tr>
<th>Computer Application</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSWord</td>
<td>Students will write a group paper in on ethos and persona and how the COTS game assisted their understanding of both concept and usage.</td>
</tr>
</tbody>
</table>
Students will present findings from the game play and introduce their Avatars and their game play development (relationship to their writing)

Students will play the game through the first level
COTS Diablo II – Expansion Pack

Students will comment, inquire, assist and debate their game play with members of their group.

Students will search websites for gaming Help and Cheat codes used in COTS Diablo II

Activities and Procedures

The activities are for focusing upon the player’s use of the Avatar. The purpose is to assist the learner in understanding the interactions between Ethos and Persona through player interactions with their Avatar.

Activities

IN CLASS

1. Install and test COTS game before class meets—each computer in the lab (15 terminals) will be installed with the game software—(about three hours).
2. Revisit Discussion on Ethos and Persona and their role in creating meaning in writing—(one hour).
3. Discuss purpose of the COTS gaming in class, writing assignment options, presentation requirements and final papers—(30 minutes).
4. Assign online groups and their discussion platforms.
5. Assign Class Manual for reading before next class meeting (see manual at end of this lesson plan)
6. Introduce Diablo II through storyline and screen shots—(30 minutes).
   - Show opening cinematic — 10 minutes.
     A. *(The original Diablo II game opens with a voice-over video of an Inn somewhere in the frozen Mountains. Many motley characters are enjoying drinks and food in the dimly lit bar. The door swings open and a tired bedraggled man slouches in towards the fireplace; his sword hangs limply from his hand. He slumps into a chair as other characters being to chide him... bait him... until he reacts by standing up. As he stands, the others continue to laugh at is carriage—that is until the walls erupt in flames and slugs pour from the floorboards as demon skeletons attack the patrons of the bar. The stranger moves out of the room and stops before the narrator (who apparently has been in the bar/Inn all along); the stranger beckons the narrator—a frail man of non-descript assent) to follow and the video ends with the Inn in flames and the narrator skulking behind the stranger.*)
OR you may use this opening—10 minutes)

A. In the Expansion pack version, the first Act begins with the narrator in a cell of insane asylum. The narrator has received a visitor who he believes to be the Angel Teriel. The narrator then begins to tell the Angel his story—one act at time with a total of five Acts. The entire game takes place while being narrated (cinematic transitions between Acts) by the old man’s memory, until the added 5th Act which ends with the estruction of a power called the World Stone. Each act is a chapter in the story of how Diablo and his evil brothers, Mephisto and Baal come to power. Your job as a player is to complete the many quests within each chapter and ultimately kill the evil brothers.

7. Hand out assignments (paper and online text-based) and explain each one
   - Group work
   - Final paper
   - Online exercises

8. Begin Game play—for the next five class sessions the majority of the time will be divided into—(total 15 hours class time).
   - Game playing
   - Discussions in-class,
   - Peer-to-peer interactions—as student see fit.
   - Discussion groups—usually in the beginning of class for 30 minutes.
     A. Online searching—for cheats and codes for 15 minutes.
   - Questions for entire class—whenever students inquire

9. Class session six allows 1 hour for group debriefings and 2 hours for class presentations.

OUTSIDE OF THE CLASSROOM

- The presentations will be completed on the student’s own time and referred to as part of the homework activities.
- The final paper will be completed outside of class and will include portions of the group discussions as support for the writers’ claims.

Culminating Activity

The game play ends and the students ready their presentations on what they have learned about Diablo II Avatar/Player relationships and how those relationships relate to the affects of persona upon ethos.

To see the INSTRUCTIONAL/TRAINING RESOURCES & MATERIALS, click here.

This entry was posted in Uncategorized by Editor. Bookmark the permalink [http://bcis.pacificu.edu/interface/?p=3831].
I wanted to thank you for this fantastic read!!
I definitely loved every bit of it. I have you book marked to look at new stuff you post…

Hey there, You have done a great job. I

After I initially commented I appear to have clicked the -Notify me when new comments are added- checkbox and now whenever a comment is added I get 4 emails with the same comment.

There has too be a way you can remove me from that service?

Thanks a lot!

Thank you for your sharing! I have the same problem.
nigeria entertainment news
on February 4, 2014 at 10:29 AM said:

My husband and I ended up being fulfilled when Chris could conclude his research from the ideas he was given inside your site. It's now and once again perplexing to just almost certainly be handing out secrets and methods that quite a few some other men and women may were selling. So we recognize we have got the writer to enjoy as a result of that. Those people illustrations you have made, the simple website menu, the friendships you will support to create it's everything about this content is amusing, that is absolutely especially essential. Thanks for ones whole thing!

nigeria entertainment news
on February 4, 2014 at 10:38 AM said:

I do enjoy visiting your website, you often make me suprise with great updates.

cork board ideas
on February 5, 2014 at 11:03 AM said:

Hi, I do believe this is an excellent blog. I stumbledupon it 😊 I may come back once again since i have book marked it. Money and freedom is the best way to change, may you be rich and continue to help others.