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Constance Steinkuehler from the University of Wisconsin wrote an article titled “Massively Multiplayer Online Gaming as a Constellation of Literary Practices.” In the article, Steinkuehler argues that video games are replacing literacy activities but actually are forms of literacy activities. She states in the beginning that “the claim that video games are replacing literacy activities… is based not only on unspecified research… but also on a surprising lack of research on what children actually do when they play video games.” She specifically focuses MMOGs (Massive Multiplayer Online Games), to base her research and she talks about how MMOGs thoroughly define a literacy activity because players continuously have to read and write/type. Though that may be true, it doesn’t lead to an actual literacy activity. The language used in online gaming differs greatly from language used anywhere else, so any “literacy” activity online wouldn’t match the level of literacy activity in, say, an English class or a book club. Steinkuehler further goes on to talk about the language used and states the specific keywords and phrases used in MMOGs, but that wouldn’t constitute to an actual literacy activity more than a form of literal communication.

Since Steinkuehler focuses solely on MMOGs, the statement that video games represent literacy activities isn’t fully supported. There are other games out there in which players play alone or without any communication with other players. This doesn’t represent a literacy activity because there are no forms of communication that would represent any literal learning. The games may include keywords or phrases to type out in order to play, but with only one person, there isn’t much to learn from the game.