

**Harris Bras, Dana Lynn Driscoll, Cristyn Elder,  
Megan Schoen, Tom Sura, and Jaclyn Wells**

**Purdue University**



## Credits

**Game Writing and Design:** Harris Bras, Dana Lynn Driscoll, Cristyn Elder, Megan Schoen, Tom Sura, and Jaclyn Wells

**Graphics and Packaging:** Dana Lynn Driscoll

Please contact Tom Sura ([tsura@purdue.edu](mailto:tsura@purdue.edu)) for questions about the WPA Game.

## Special Thanks

We would like to thank Shirley Rose for her support, suggestions, and giving us the opportunity to pursue this project in her Writing Program Administration course. Special thanks also goes out to the Purdue Rhetoric and Composition program faculty and students for play testing and providing feedback on the game. Thank you also to the Council of Writing Program Administrators for their continued support and interest in the game and for hosting the game at their site.

## Terms of Use

This work is protected by a **Creative Commons Attribution-Noncommercial-Share Alike 3.0 (United States)**.

You are free:

- **To Share** — to copy, distribute, display, and perform the work
- **To Remix** — to make derivative works

Under the following conditions:

- **Attribution.** You must attribute the work in the manner specified by the author or licensor (but not in any way that suggests that they endorse you or your use of the work).
- **Noncommercial.** You may not use this work for commercial purposes.
- **Share Alike.** If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page.

Any of the above conditions can be waived if you get permission from the copyright holder.

Apart from the remix rights granted under this license, nothing in this license impairs or restricts the author's moral rights.

Visit the following URL for the full license:

<http://creativecommons.org/licenses/by-nc-sa/3.0/us/legalcode>





## Game Contents\*

Cover	1
Credits, Thanks, and License	2
Table of Contents	3
Instructions for Assembly	4
Introduction to the Game	5 – 6
Game Rules and Instructions	7 – 9
Game Board	10 – 13
Knowledge and Ethos Tokens	14
Funding and Energy Tokens	15
Scenario Cards	16 – 27
Chance Cards	28 – 33
Administration Cards	34 – 35
Classroom Cards	36 – 37
Conference Cards	38 – 39
Faculty Lounge Cards	40 – 41
Home Cards	42 – 43
Library Cards	44 – 45
Other Department Cards	46 – 47
Your Department Cards	48 – 49
Blank Cards	50 – 53

\*Note, please read “Printing Instructions” on page 4 before printing.



## Printing Instructions

This PDF contains everything you need to play *Praxis and Allies: The WPA Game*. This PDF has been designed so that, after printing it out, and with some minor assembly, you will be ready to play. Please follow the directions on this page to print and assemble your *Praxis and Allies: The WPA Game*.

**Pages 2 – 9** should be printed out single sided on regular paper. These include assembly instructions and game rules.

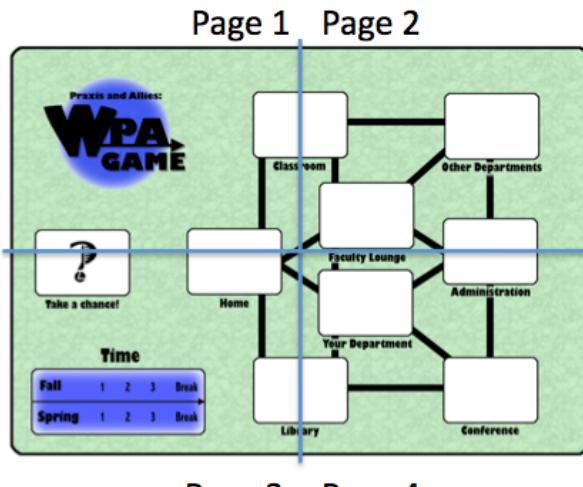
**Pages 10 – 15** should be printed single sided on cardstock. These four pages are the game board and game tokens.

**Pages 16 – 49** should be printed out double sided, preferably on cardstock. These represent the various scenario, chance, and location cards (front and back). If you choose not to print them out front and back, you can tape the cards' fronts and backs together.

**Pages 50 – 53** are blank cards for participants to add new material to the game. As such, they can be printed as many times as necessary. Print these double-sided.

## Instructions for Assembly

- 1) Print out a full copy of this PDF, including game booklet, game board, various cards, and pieces following the printing instructions above.
- 2) Cut out all scenario cards, chance cards, tokens, and activity cards. If you have followed the printing instructions above, the scenario cards, chance cards, and activity cards should all be two-sided.
- 3) The game board prints out in four pieces, each with a number in the corner. Cut the game board out and assemble as the image below indicates.





# Praxis and Allies

## The WPA Game!

### Critical Introduction: Why Make a Board Game?

In spring 2008, the authors participated in a seminar on writing program administration, taught by Shirley Rose. The theme for the course was "WPA Ways of Knowing" and our class project needed to address this theme in some manner. As the semester progressed, we grappled with issues of *what* could be taught about writing program administration that would help pre-service WPAs and *how* to teach it.

A key moment for us came when we read Trudelle Thomas's 1991 essay on graduate students as apprentices. She writes:

This morning I teach two classes and hold conferences with students. Then I meet with the academic vice president and my department chair to discuss plans for a writing assessment program for the six hundred students who move through our composition program each year. By mid-afternoon, I hope to escape to the library to fine-tune plans for a faculty workshop later this week. It's a typical day in the life of this writing program administrator. I delight in the variety of tasks and relationships that make up my job, but sometimes I think back on graduate school and wonder: how did all of those captivating seminars in Barth and Berthoff and Woolf prepare me for this? (41).

What we realized was that part of WPA knowledge is what might be referred to as procedural knowledge. In other words, WPAs need to know procedures for navigating the many complex challenges they encounter in their work. The only other place we'd seen discussion of procedural knowledge was in the context of gaming (e.g. computer games). Ian Bogost has argued that "procedurality refers to a way of creating, explaining, or understanding processes. And processes define the way things work: the methods, techniques, and logics that drive the operation of systems, from mechanical systems like engines to organizational systems like high schools to conceptual systems like religious faith" (3). This game extends that notion of procedurality, that definition of how things work, to writing program administration.

The game's specific procedures are designed to help players explore, learn about, and prepare for WPA work in a fun, low-stakes context. Players are made to be the "plate twirler" WPAs



described by Diana George: they must juggle many responsibilities while also learning to carefully manage their resources. George's story about WPA work is one of many WPA narratives we encountered in our WPA seminar. WPA literature abounds with narratives about the joys, opportunities, challenges, and grief of writing program administration. As Shirley Rose argues, narratives are extremely powerful because they "impose order and coherence by sequencing and suggesting cause-effect relationships, making experience predictable by fitting it into familiar patterns and making it make sense by transforming it into stories with recognizable characters, conflicts, and resolutions" (222). As players of *Praxis and Allies* move around the board, they effectively become characters in their own narrative, developing their own stories about how best to juggle their tasks, manage their resources, and achieve their objectives.

*Praxis and Allies* articulates particular arguments about the nature of WPA work and how prospective WPAs can learn about such work. First, by adopting a team-play model, we aligned ourselves with scholars such as Jeanne Gunner who suggests that WPA work is best conceived as collaborative. Additionally, by creating a text intended for use in a graduate WPA seminar, we have asserted that writing program administration is scholarly work, a notion championed by foundational documents in our field such as "The Portland Resolution," "Evaluating the Intellectual Work of Writing Program Administration," and Christine Hult's "The Scholarship of Administration." Another argument implicit in the game is that we can learn about and prepare for this scholarly work in the graduate school context. In this way, the game underscores the work of Louise Phelps, Edward White, Trudelle Thomas, and many others who have advocated a greater role for pre-service WPA preparation in graduate school through formal coursework and experiential learning. We happily invite you now to develop your own arguments, your own narratives, your own procedures for writing program administration as you play *Praxis and Allies: The WPA Board Game*.

*Please see our article in WPA: Writing Program Administration Spring 2009 32.3 for full bibliographic citations and more information about the game's development.*



# Praxis and Allies

## The WPA Game!

Harris Bras, Dana Lynn Driscoll, Cristyn Elder, Megan Schoen, Tom Sura, and Jaclyn Wells

### Introduction

As part of a seminar on writing program administration, we read narratives depicting writing program administrators in several diverse roles: researchers, theorists, advocates, assessors, consultants, teachers, friends, mentors, archivists, and even victims. Moreover, we began to see epistemological threads emerging from these narratives that implied the various types and forms of knowledge most frequently required of writing program administrators. In order to structure and facilitate discussion about the roles WPAs play and the types of knowledge required to play those roles successfully, we tried to capture some of the complexity and strategy of performing writing program administration in a fun, low-stakes simulation. We readily admit that any simulation will inevitably fall short of the “real thing.” Nonetheless, we hope that *Praxis and Allies: The WPA Game* will provide a useful and enjoyable means of discussing writing program administration with graduate students.

### Setup

*Praxis and Allies: The WPA Game* is designed to be a collaborative game for approximately 3 to 10 people. Therefore, all of the game’s players participate on the same team, working toward the same goal.

#### Contents

- 1 gameboard
- 1 WPA figure (any will do)
- 1 deck of scenario cards
- 1 set of energy tokens
- 1 deck of chance cards
- 7 knowledge tokens
- 7 ethos tokens
- 7 funding tokens
- 8 decks of activity cards for the various locations on campus where resources can be collected

### Gameplay

#### Object

The object of *Praxis and Allies: The WPA Game* is to accomplish the WPA objective listed on the scenario card before the end of the school year. To do this, the WPA must collect all of the required resources by moving to different locations on and off campus, performing the group activities, and collecting the tokens.



## Time in the Game

To make the game simple enough to play during a class meeting, time in the game is broken down into two semesters. Each semester consists of three months or “three turns.” Therefore, the game consists of six turns in the year plus a winter break. If you desire, feel free to play more than one consecutive year. We suggest that if you haven’t achieved your initial objective by the end of the first year, keep it **and** draw a new objective. That way, the game continues to get more challenging.

## Energy

The WPA begins the game with 6 energy tokens. Each move to a different location on the board costs the WPA one energy token. Engaging in an activity at a location on the board also costs one energy token. Finally, the WPA can move back to *Home* from anywhere on the board by spending one energy token. The WPA can never have less than zero energy tokens (i.e. You can't have -1 energy).

Resources (knowledge, ethos, funding) can only be collected from a location after completing the activity on a card associated with that location. In order to draw a card, the WPA must spend an energy token. Energy can only be regained through chance cards and returning to *Home*.

*Burnout:* WPAs may spend as much energy each turn as they want to, but if they run out of energy at any point they must return to *Home* and perform a recharge activity. Unfortunately, as a consequence of burnout, the WPA loses one turn.

## Resources

In order to accomplish the game objective, The WPA must collect resources in the form of ethos, knowledge, and funding. These categories represent time spent working toward your game objective (i.e. we’re not saying that WPAs start without knowledge. We’re saying that in order to achieve an objective WPAs must engage in various activities to develop the resources specific to achieving that objective). The WPA can never have less than zero of any resource (i.e. You can't have -1 ethos).

In order to collect your resources, you must move to and perform activities at several of the 8 different locations on the board:

- *Library* – Symbolizes time spent conducting research to develop knowledge specific to your objective.
- *Classroom* – Symbolizes time spent teaching, which can also develop knowledge about your objective.
- *Your Department* – Symbolizes a great collaborative space in the department. You never know what good ideas will come out of it (Wildcard)!
- *Faculty Lounge* – Symbolizes another great collaborative space in the department. You never know what good ideas will come out of this one either (Wildcard)!
- *Administration* – Symbolizes departmental, college, and university decision makers that can help you fund your objectives.
- *Other Departments* – Symbolizes interdisciplinary partnerships that build your ethos.
- *Conferences* – Symbolizes time spent developing your ethos in the field as opposed to the university.



## Activities

In order to gain resources, your team must complete activities at the locations on the board. These activities take the form of storytelling, roleplays, brainstorms, and discussions. We encourage the players to take turns reading the activity and chance cards. One simple way to accomplish this is to take turns drawing activity cards clockwise around the gameboard. The person drawing the card must always perform the activity first or with other members of the team as necessary.

We also recommend designating one person as an official (or unofficial) timer. Feel free to explore useful activities at your leisure, but it's often helpful to keep time on various activities so that you can also make progress in the game.

## Chance Cards

There are two circumstances in the game that require you to draw a Chance card. First, at the end of each turn, the team must draw one Chance card from the Chance deck. Second, anytime that you engage in a Wild card activity, you must also draw a Chance card. Sometimes these cards will give you a boost, but sometimes they will draw you further away from your objectives.

## "Pulling Strings"

If the WPA gets stuck in a pinch (say at the end of the semester) he or she can always try to pull some strings to get the needed resources. At any time, the WPA can trade in 2 ethos tokens for 1 knowledge or 1 funding token.

## Breaks

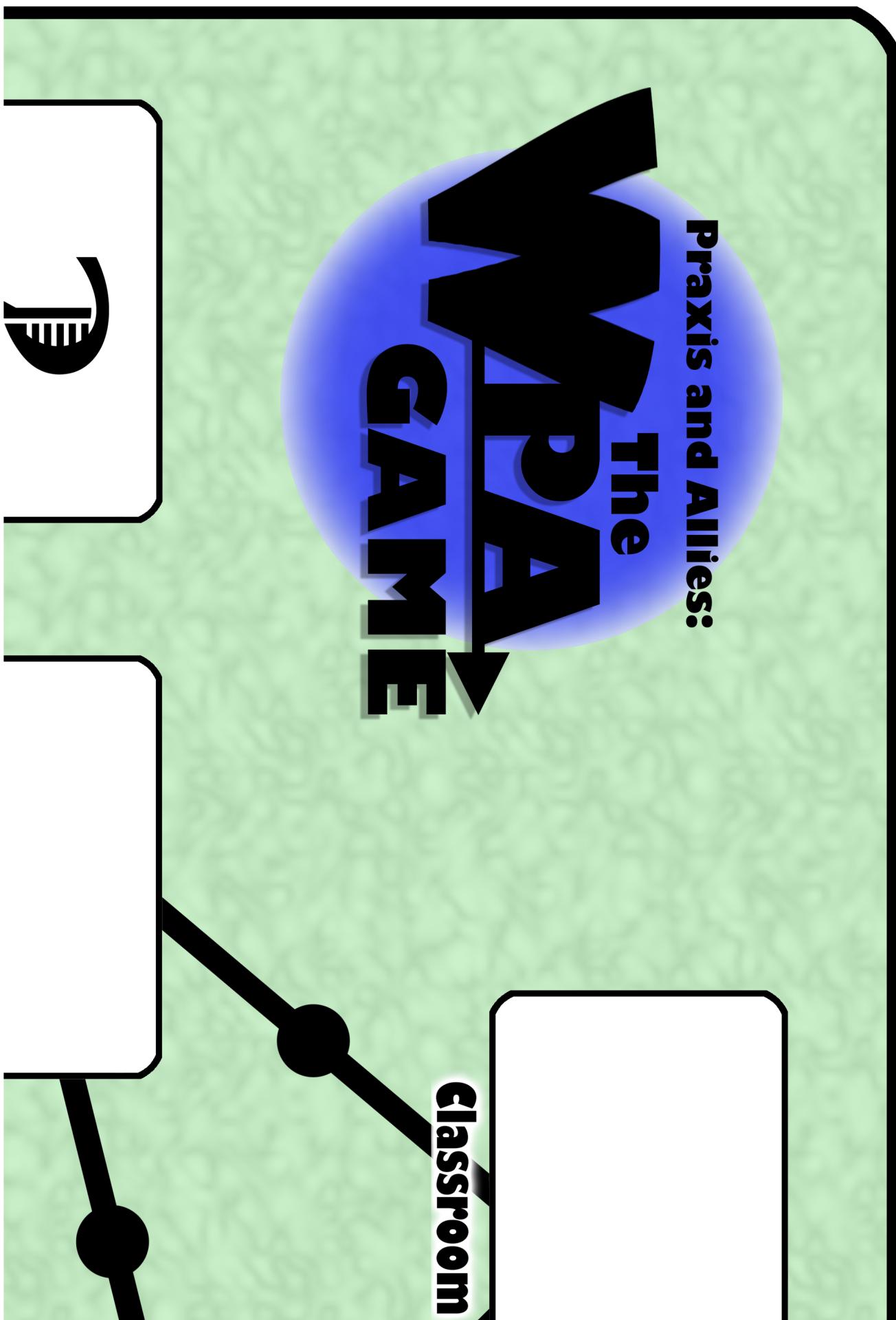
At winter break, WPAs are offered a choice. They may take an extra turn to make more progress toward their objectives, or they may return to *Home*—free of charge—to recharge their batteries.

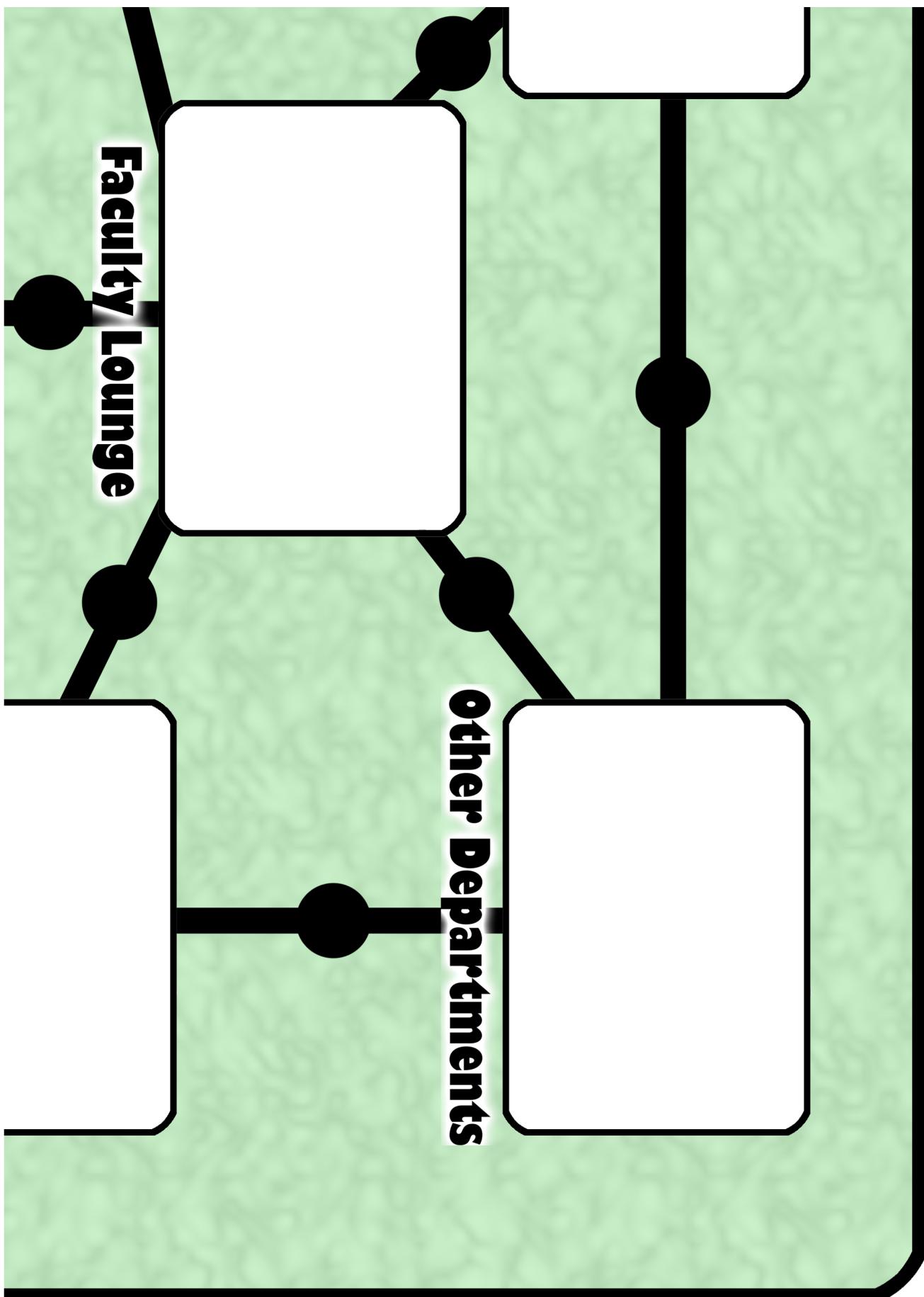
## Order of Play

1. Draw a card from the Scenario deck and read it to the team.
2. As a team, **plan** your first turn by placing energy tokens on the paths and locations you intend to visit before drawing your first chance card. **Remember:** You can spend as much energy as you want, but beware of *burnout!*
3. Once you've planned your turn, **execute** your moves in order by moving the WPA to the first destination. If you've chosen to perform an activity associated with that location, then draw a card and perform the activity as a group.
4. Once you've executed all of your moves, draw a chance card from the *Chance* deck.
5. Begin the next turn by planning the WPA's moves again as a team. Repeat steps 3 and 4.

## Finishing the Game

At the end of the year, take stock of how much progress you made toward your goal. If you achieve your objective, take a minute to congratulate yourself on a job well done and reflect on how you accomplished it. If you failed to achieve your objective, reflect on why. What happened that stopped you from achieving the objective? What could you do differently next year to achieve your objective?

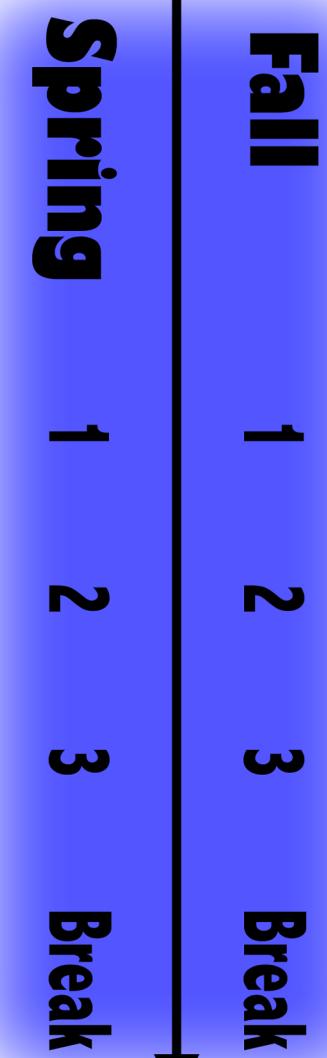




7

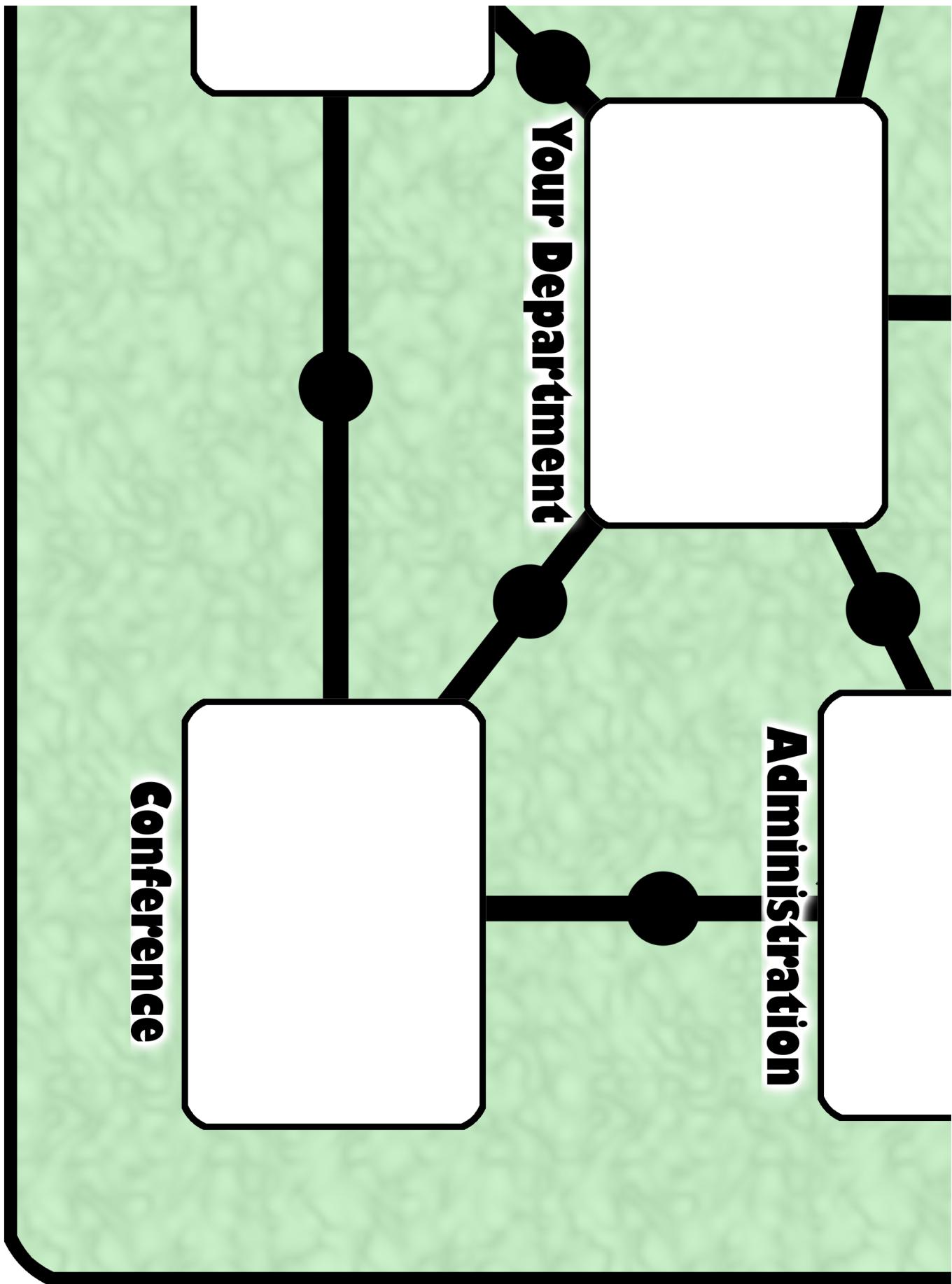
Take a chance!

Home



Time

Library



**Knowledge**



**Knowledge**



**Knowledge**



**Knowledge**



**Knowledge**



**Knowledge**

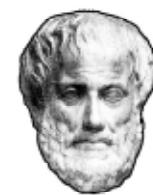


**Knowledge**

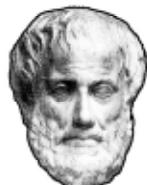


Knowledge and  
Ethos Tokens

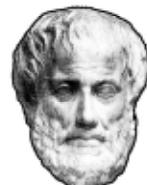
**Ethos**



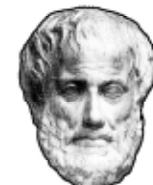
**Ethos**



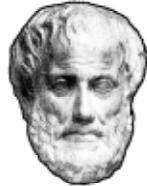
**Ethos**



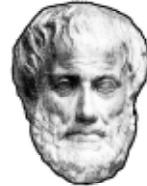
**Ethos**



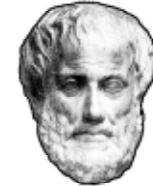
**Ethos**



**Ethos**



**Ethos**



**Funding**  
**\$\$\$**

Funding  
and Energy  
Tokens

**Funding**  
**\$\$\$**



### **Scenario Card**

Role: Assistant Director of First-Year Composition

Status: Graduate Student (start with 0 ethos points)

Objective: Develop online resource for composition instructors to share questions, lesson plans, and teaching materials

Resources Needed:

Funding      1

Knowledge    4

Ethos        4

(Alternate Option: Choose your own resource allocation as a team)

### **Scenario Card**

Role: Head of English Department

Status: Tenured Full Professor (start with 2 ethos points)

Objective: Start a new graduate program in rhetoric and composition

Resources Needed:

Funding      3

Knowledge    3

Ethos        3

(Alternate Option: Choose your own resource allocation as a team)

### **Scenario Card**

Role: Head of English Department

Status: Tenured Full Professor (start with 2 ethos points)

Objective: Organize and find funding for a campus day-long English Festival in which local authors put on workshops for and judge writing entries from area high school students.

Resources Needed:

Funding      5

Knowledge    2

Ethos        2

(Alternate Option: Choose your own resource allocation as a team)

### **Scenario Card**

Role: Assistant Director of First- Year Composition

Status: Graduate Student (start with 0 ethos points)

Objective: Create a new syllabus approach for the composition program

Resources Needed:

Funding      1

Knowledge    5

Ethos        3

(Alternate Option: Choose your own resource allocation as a team)

**Scenario  
Card**

**Scenario  
Card**

**Scenario  
Card**

**Scenario  
Card**

### **Scenario Card**

Role: Director of First-Year Composition

Status: Tenured Associate Professor (start with 1 ethos point)

Objective: Develop an orientation program for new composition teachers

Resources Needed:

Funding      4

Knowledge    3

Ethos        2

(Alternate Option: Choose your own resource allocation as a team)

### **Scenario Card**

Role: Writing Across the Curriculum Director

Status: Tenured Full Professor (start with 2 ethos points)

Objective: Develop a new university-wide writing assessment program

Resources Needed:

Funding      3

Knowledge    2

Ethos        4

(Alternate Option: Choose your own resource allocation as a team)

### **Scenario Card**

Role: Writing Center Director

Status: Untenured Assistant Professor (start with 0 ethos points)

Objective: Hire and train five new graduate writing tutors

Resources Needed:

Funding      5

Knowledge    2

Ethos        2

(Alternate Option: Choose your own resource allocation as a team)

### **Scenario Card**

Role: English as a Second Language Program Director

Status: Tenured Associate Professor (start with 1 ethos point)

Objective: Create a new composition course for non-native English speakers

Resources Needed:

Funding      3

Knowledge    3

Ethos        3

(Alternate Option: Develop your own resource allocation as a team)

**Scenario  
Card**

**Scenario  
Card**

**Scenario  
Card**

**Scenario  
Card**

### **Scenario Card**

Role: Assistant Director of First-Year Composition

Status: Graduate Student (start with 0 ethos points)

Objective: Organize and administer the annual student and instructor showcase displaying work from composition classes

Resources Needed:

Funding      2

Knowledge    4

Ethos        3

(Alternate Option: Choose your own resource allocation as a team)

### **Scenario Card**

Role: Head of the English Department

Status: Tenured Full Professor (start with 2 ethos points)

Objective: Hire four new rhetoric and composition faculty members

Resources Needed:

Funding      5

Knowledge    2

Ethos        2

(Alternate Option: Choose your own resource allocation as a team)

### **Scenario Card**

Role: Assistant Writing Center Director

Status: Graduate Student (start with 0 ethos points)

Objective: Develop a set of workshops on writing research papers

Resources Needed:

Funding      2

Knowledge    5

Ethos        2

(Alternate Option: Choose your own resource allocation as a team)

### **Scenario Card**

Role: Director of First-Year Composition

Status: Untenured Assistant Professor (start with 0 ethos points)

Objective: Revise first-year composition program to include class time in computer labs and conferences

Resources Needed:

Funding      3

Knowledge    3

Ethos        3

(Alternate Option: Choose your own resource allocation as a team)

**Scenario  
Card**

**Scenario  
Card**

**Scenario  
Card**

**Scenario  
Card**

### **Scenario Card**

Role: English as a Second Language Program Director

Status: Untenured Assistant Professor (start with 0 ethos points)

Objective: Coordinate with Writing Center to develop and run workshops for English second-language learners

Resources Needed:

Funding	2
Knowledge	4
Ethos	3

(Alternate Option: Choose your own resource allocation as a team)

### **Scenario Card**

Role: Director of First-Year Composition

Status: Tenured Full Professor (start with 2 ethos points)

Objective: Develop and introduce a service-learning syllabus option for the composition program

Resources Needed:

Funding	2
Knowledge	4
Ethos	3

(Alternate Option: Choose your own resource allocation as a team)

### **Scenario Card**

Role: Writing Across the Curriculum Director

Status: Tenured Associate Professor (start with 1 ethos point)

Objective: Create a series of lunchtime presentations on writing instruction in the disciplines.

Resources Needed:

Funding	1
Knowledge	4
Ethos	4

(Alternate Option: Choose your own resource allocation as a team)

### **Scenario Card**

Role: Director of First-Year Composition

Status: Tenured Associate Professor (start with 1 ethos point)

Objective: Develop peer-mentoring program between composition instructors and local high school English teachers

Resources Needed:

Funding	3
Knowledge	2
Ethos	4

(Alternate Option: Choose your own resource allocation as a team)

**Scenario  
Card**

**Scenario  
Card**

**Scenario  
Card**

**Scenario  
Card**

### **Scenario Card**

Role: Writing Center Director

Status: Tenured Associate Professor (Start with 1 ethos point)

Objective: Acquire larger space and more computer workstations for Writing Center

Resources Needed:

Funding        5

Knowledge    1

Ethos         3

(Alternate Option: Choose your own resource allocation as a team)

### **Scenario Card**

Role: Director of First-Year Composition

Status: Tenured Associate Professor (start with 1 ethos point)

Objective: Start an advanced composition course offering

Resources Needed:

Funding        3

Knowledge    2

Ethos         4

(Alternate Option: Choose your own resource allocation as a team)

### **Scenario Card**

Role: Director of English as a Second Language Program

Status: Tenured Full Professor (start with 2 ethos points)

Objective: Develop mentoring and training program for instructors of ESL-focused composition courses

Resources Needed:

Funding        3

Knowledge    3

Ethos         3

(Alternate Option: Choose your own resource allocation as a team)

### **Scenario Card**

Role: Director of First-Year Composition

Status: Untenured Assistant Professor (start with 0 ethos points)

Objective: Develop a portfolio assessment requirement for the composition program

Resources Needed:

Funding        2

Knowledge    4

Ethos         3

(Alternate Option: Choose your own resource allocation as a team)

**Scenario  
Card**

**Scenario  
Card**

**Scenario  
Card**

**Scenario  
Card**

### **Scenario Card**

Role: Assistant Director of Composition

Status: Graduate Student (start with 0 ethos points)

Objective: Organize and implement grade norming sessions for composition instructors

Resources Needed:

Funding	1
Knowledge	3
Ethos	5

(Alternate Option: Choose your own resource allocation as a team)

### **Scenario Card**

Role: Director of Professional and Technical Writing

Status: Tenured Associate Professor (start with 1 ethos point)

Objective: Create a professional writing consortium in which PW faculty serve as communication consultants for local businesses

Resources Needed:

Funding	2
Knowledge	3
Ethos	4

(Alternate Option: Choose your own resource allocation as a team)

### **Scenario Card**

Role: Assistant Director of Writing Center

Status: Graduate Student (start with 0 ethos points)

Objective: Create and administer a series of grammar help workshops in the Writing Center

Resources Needed:

Funding	1
Knowledge	4
Ethos	4

(Alternate Option: Choose your own resource allocation as a team)

### **Scenario Card**

Role: Director of Professional and Technical Writing

Status: Tenured Associate Professor (start with 1 ethos point)

Objective: Create a professional writing graduate program

Resources Needed:

Funding	2
Knowledge	3
Ethos	4

(Alternate Option: Choose your own resource allocation as a team)

**Scenario  
Card**

**Scenario  
Card**

**Scenario  
Card**

**Scenario  
Card**

**Chance Card Backs**

A colleague recommends a number of useful articles related to your work.

GAIN 1 KNOWLEDGE POINT!

A grant you wrote that would fund a WAC program is rejected.

LOSE 2 FUNDING POINTS!

Half of your writing center's tutors come down with the flu and are unable to come to work.

LOSE 2 ENERGY POINTS!

You are denied IRB approval for a research proposal.

LOSE 1 KNOWLEDGE POINT!

You are presented with an Excellence in Teaching award.

GAIN 1 ETHOS POINT!

You catch the flu and must recuperate.

Go directly home!

An alumnus donates some money to your program.

GAIN 1 FUNDING POINT!

Your computer crashes and you lose the final draft of an important article.

LOSE 1 KNOWLEDGE POINT!



**Take a Chance!**



**Take a Chance!**



**Take a Chance!**



**Take a Chance!**



**Take a Chance!**



**Take a Chance!**



**Take a Chance!**



**Take a Chance!**

Chance Card Fronts

Your program receives a technology grant to buy new computers.

GAIN 2 FUNDING POINTS!

An article you've been working on is accepted by a journal.

GAIN 2 ETHOS POINTS!

You begin research for an article you're trying to write.

Go directly to the library.

You spill a glass of wine on yourself at the faculty club. No one laughs.

LOSE 1 ETHOS POINT!

The writing center's funding is cut by the College of Liberal Arts.

LOSE 2 FUNDING POINTS!

An engineering professor calls to complain that students don't know how to write.

LOSE 1 ENERGY POINT!

You are looking for faculty members to collaborate on WAC workshops.

Go to other departments.

You attend a huge conference and make many important professional contacts.

GAIN 2 ETHOS POINTS!



**Take a Chance!**



**Take a Chance!**



**Take a Chance!**



**Take a Chance!**



**Take a Chance!**



**Take a Chance!**



**Take a Chance!**



**Take a Chance!**

chance card fronts

**chance card backs**

You are granted release time from one course next semester.

GAIN 2 ENERGY POINTS!

The department's two main copiers break down in the same week.

LOSE 1 ENERGY POINT!

Only a handful of faculty members respond to a survey you distributed about their teaching practices.

LOSE 2 KNOWLEDGE POINTS!

You need money to fund a faculty workshop on portfolio grading.

Go directly to Admin office.

You receive a research grant for a research project you've been working on.

GAIN 3 FUNDING POINTS!

One of your instructors quits unexpectedly, leaving you with 3 extra classes to cover.

LOSE 2 ENERGY POINTS!

You can't get any of the books you need for your latest article at the library.

LOSE 2 KNOWLEDGE POINTS!

Interviews of student writers that you're conducting go really well.

GAIN 2 KNOWLEDGE POINTS!



**Take a Chance!**



**Take a Chance!**



**Take a Chance!**



**Take a Chance!**



**Take a Chance!**



**Take a Chance!**



**Take a Chance!**



**Take a Chance!**

chance card fronts

**Admin Card Backs**

Line item the cost for four different materials you may need to accomplish your game objective. Estimate the cost of each material. Earn one point for funding.

You want to offer a travel grant for a conference to an advanced MA or PhD student in your department. Make a list of at least four criteria you will use in determining what makes for a successful applicant. Earn one point for funding.

You are organizing an end-of-the-semester showcase of student and instructor work. You would like monetary support from the admin office so that you may offer prizes. Determine how much you need and give reasons why admin should support this endeavor. Earn one point for funding.

You have been notified that an anonymous person has just donated \$1,000 to your department for discretionary spending. Decide with the group how the money will be spent. Earn one point for funding.

You want to hire a full-time tenure-track rhetoric and composition faculty. Create a list of responsibilities and salary range appropriate for this position. Earn one point for funding.

You want to offer a travel grant for a conference to an advanced M.A. or Ph.D. student in your department. Line item the type of expenses that will be included in the grant and come up with a total for the award. Earn one point for funding.

You have invited a presenter to give a weekend workshop related to your game objective for your faculty. Estimate what you will need funds for and how much funding you will need. Justify inviting this guest presenter. Earn one point for funding.

List some software or equipment you want to have access to in the FYC program in all classrooms over the next four years. Argue for its use in the classroom. Earn one point for funding.



**Administration Office  
(Funding)**



**Administration Office  
(Funding)**



**Administration Office  
(Funding)**



**Administration Office  
(Funding)**



**Administration Office  
(Funding)**



**Administration Office  
(Funding)**



**Administration Office  
(Funding)**



**Administration Office  
(Funding)**

Admin Card Fronts

**Classroom Card Backs**

It's the first day of class. Exchange ideas with the other players for an icebreaker you can use or have used that will provide you with information on your students' interests as well as their writing ability. Earn one point for knowledge.

You're teaching a composition class whose main theme is technology. Identify four course objectives. Earn one point for knowledge.

Write your own suggestion for a role play for the classroom category on the blank cards provided. Earn one point for knowledge.

Describe an uncomfortable situation in your classroom, and how you successfully resolved the situation. Earn one point for knowledge.

You're teaching a composition class whose main theme is advocacy. Identify four course objectives. Earn one point for knowledge.

One of your TAs is using a film in his/her class you find inappropriate and offensive. With the player two seats to your right, role play a meeting you have arranged with the TA. Earn one point for knowledge.

Describe a handout you made for a FYC class that went over well. Earn one point for knowledge.

Describe a class activity for a FYC class that went over well. Earn one point for knowledge.



**Classroom  
(Knowledge)**



**Classroom  
(Knowledge)**



**Classroom  
(Knowledge)**



**Classroom  
(Knowledge)**



**Classroom  
(Knowledge)**



**Classroom  
(Knowledge)**



**Classroom  
(Knowledge)**



**Classroom  
(Knowledge)**

Classroom Card Fronts

**Conference Card Backs**

You have attended a very informative conference session on a topic related to your game objective. You wish to invite the presenter to your institution as a guest lecturer. Role play the pitch with a peer. Earn one point for ethos.

You are sharing a hotel room at a conference with someone from your department that you do not know very well. When it is time to go to bed, your colleague plugs in a “white noise” machine to help her sleep. You try using ear plugs, but you still have difficulty sleeping. Role play the situation with a peer. Earn one point for ethos.

You find yourself in an elevator with someone who is very prominent in the field. You have never met this person, but you definitely recognize him/her. Begin a conversation. Earn one point for ethos.

Tell a story about a poor conference presentation that you attended. Discuss what made it poor and what you learned from attending it. Earn one point for ethos.

Share an idea you have for a conference proposal and name the conference. Earn one point for ethos.

Describe ways that you might present on your game objective at a local or national conference. Earn one point for ethos.

You are interested in attending the conference in part to learn about what other institutions are doing concerning your objective. How might you find out what others are doing? Earn one point for ethos.

You are thinking about hosting a national or regional conference at your university. Identify the major tasks and goals associated with hosting the conference. Earn one point for ethos.



**Conference  
(Ethos)**



**Conference  
(Ethos)**



**Conference  
(Ethos)**



**Conference  
(Ethos)**



**Conference  
(Ethos)**

Conference Card Fronts



**Conference  
(Ethos)**



**Conference  
(Ethos)**



**Conference  
(Ethos)**

**Faculty Lounge Card Backs**

Share an idea for a conference proposal you have. Get input from the other players regarding to which conference you should submit your proposal. Earn one point for knowledge.

Players share an idea for teaching how to avoid plagiarism. Earn one point for ethos.

Discuss with peers their experience using portfolio assessment. Earn one point for knowledge.

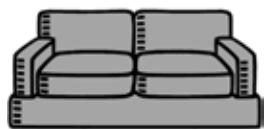
Discuss with players a moment in the classroom that did not go as well as planned. How might you do things differently next time? Earn one point for ethos.

A colleague is facing passive aggressive behavior from a student of the opposite sex on a daily basis. The behavior includes an inappropriate tone from the student and a challenge to the teacher's knowledge in the use of technology. Role play with the player to your right a dialogue you might have with this student during conferencing. Earn one point for ethos.

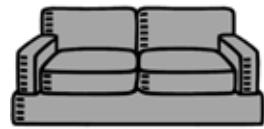
Share an idea for an article or research study you have. Get input from the other players regarding to which journal you should submit your article. Earn one point for knowledge.

Brainstorm ways to collaborate with other members of the department on your game objective. Gain one point for ethos.

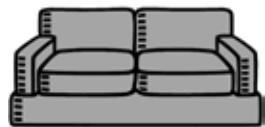
Share with players an activity you recently used in the classroom that worked really well. Earn one point for ethos.



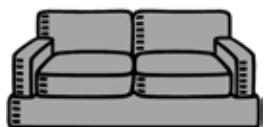
**Faculty Lounge  
(Wild)**



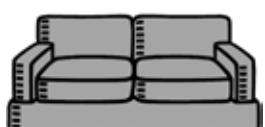
**Faculty Lounge  
(Wild)**



**Faculty Lounge  
(Wild)**

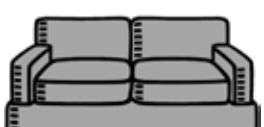


**Faculty Lounge  
(Wild)**

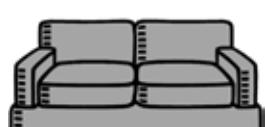


**Faculty Lounge  
(Wild)**

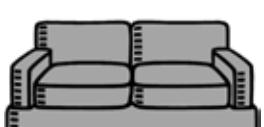
Faculty Lounge Card Fronts



**Faculty Lounge  
(Wild)**



**Faculty Lounge  
(Wild)**



**Faculty Lounge  
(Wild)**

**Home Card Backs**

Name two things you will do for yourself this weekend. Earn four energy points.

Ask each player to share a strategy for reducing stress. Earn four energy points.

Ask players to name a book they have been meaning to read for pleasure. Earn four energy points.

Ask each player to share a strategy for managing time. Earn four energy points.

Ask players for a movie recommendation. Earn four energy points.

Ask players to list a relaxing place they recommend visiting. Earn four energy points.

Ask each player to name something they've been wanting to get done around the house to make themselves more comfortable there. Earn six energy points.

Ask players to list their favorite stress-reducing activity. Earn four energy points.



**Home  
(Energy)**



**Home  
(Energy)**



**Home  
(Energy)**



**Home  
(Energy)**



**Home  
(Energy)**

Home Card Fronts



**Home  
(Energy)**



**Home  
(Energy)**

**Library Card Backs**

Brainstorm a list of five keywords that you can use to search for an article related to your game objective. Earn one point for knowledge.

You've designed a workshop for graduate students related to your game objective. Make a list of four readings you want to put on reserve for them at the library. Earn one point for knowledge.

Identify a topic of reading for pleasure that would have a positive impact on your professional knowledge related to your game objective. Earn one point for knowledge.

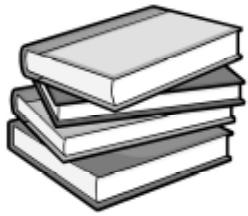
Propose a workshop title for campus faculty possibly related to your game objective. Identify the main topics of the workshop. Earn one point for knowledge.

Propose a workshop title for graduate teaching assistants possibly related to your game objective. Identify the main topics of the workshop. Earn one point for knowledge.

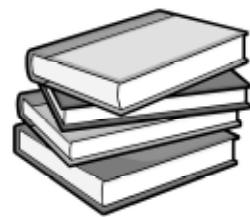
A book you need for your game objective has been repeatedly renewed by a colleague. After having asked your colleague previously to borrow the book, your colleague has not responded in a timely manner. Role play with the person across from you how you will approach this colleague a second time for this book. Earn one point for knowledge.

Identify an individual who is an expert on a topic related to your game objective. Identify two articles or one book the individual has written that could assist you in meeting your objective. Earn one point for knowledge.

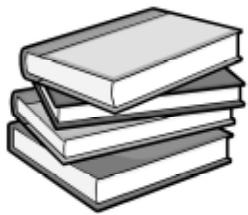
You've designed a workshop for lecturers related to your game objective. Make a list of four readings you want to put on reserve for them at the library. Earn one point for knowledge.



**Library  
(Knowledge)**



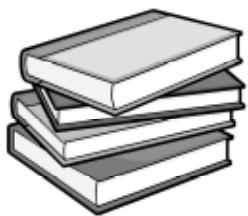
**Library  
(Knowledge)**



**Library  
(Knowledge)**



**Library  
(Knowledge)**



**Library  
(Knowledge)**



**Library  
(Knowledge)**



**Library  
(Knowledge)**



**Library  
(Knowledge)**

Library Card Fronts

**Other Department Card Backs**

Discuss a writing assignment to be used by a professor who teaches speech communication. Earn one point for ethos.

Identify a course within another department that would be relevant to and aid you in your administrative responsibilities. Earn one point for ethos.

Help sketch a writing assignment, either a research paper or book review, for a survey class on 20th century US history. Earn one point for ethos.

A faculty member from another department has come to you in a fit of frustration about the writing abilities of the sophomores in his department. He blames your program for not doing its job. Role play the situation with the player to your left. Earn one point for ethos.

Describe ways you might help a colleague develop an assessment rubric for research papers written in a science course. Earn one point for ethos.

Work with a music professor to create a writing assignment for an undergraduate survey of the history of Western Classical music. Earn one point for ethos.

A faculty member from the Art department comes to you asking for resources for integrating writing into her courses. Name three resources that would be helpful to her. Earn one point for ethos.

Brainstorm a series of faculty development/WAC workshops that might be useful at your university. Earn one point for ethos.



**Other Departments  
(Ethos)**



**Other Departments  
(Ethos)**



**Other Departments  
(Ethos)**



**Other Departments  
(Ethos)**



**Other Departments  
(Ethos)**



**Other Departments  
(Ethos)**



**Other Departments  
(Ethos)**



**Other Departments  
(Ethos)**

Other Department Card Fronts

**Your Department Card Backs**

Name three peer institutions of your college or university that a colleague might look to as an example to confirm whether your school is utilizing “best practices.” Earn one point for ethos.

Brainstorm a list of possible faculty development workshops for your full-time faculty. Earn one point for ethos.

Brainstorm a list of possible faculty development workshops for your adjunct faculty. Earn one point for ethos.

The new administration at your institution is emphasizing accountability and developing metrics to measure how well different programs are functioning. Brainstorm some possible metrics for the program you are developing before you meet with the school statistician. Earn one point for funding.

Your university is offering a small seed grant for projects incorporating teacher development. How will you position your game objective to get this grant? Earn one point for funding.

Your institution has switched from dividing faculty work into teaching, research, and service to discovery, learning, and engagement. Under which of these new categories on your updated CV will you include your work on the current game objective and why? Earn one point ethos.

Brainstorm ways to make your work on the current game objective count as research or scholarship towards tenure. Earn one point of ethos.

Identify the kinds of physical and material resources (office/classroom space, personnel, copiers, etc.) that you will need to meet your game objective. Earn one point for funding.



**Your Department  
(Wild)**



**Your Department  
(Wild)**



**Your Department  
(Wild)**



**Your Department  
(Wild)**



**Your Department  
(Wild)**

Your Department Card Fronts



**Your Department  
(Wild)**



**Your Department  
(Wild)**

**Blank Location Card Backs**



**Administration Office  
(Funding)**



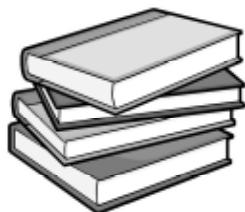
**Classroom  
(Knowledge)**



**Conference  
(Ethos)**



**Home  
(Energy)**

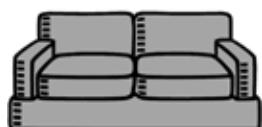


**Library  
(Knowledge)**

Blank Location Card Fronts



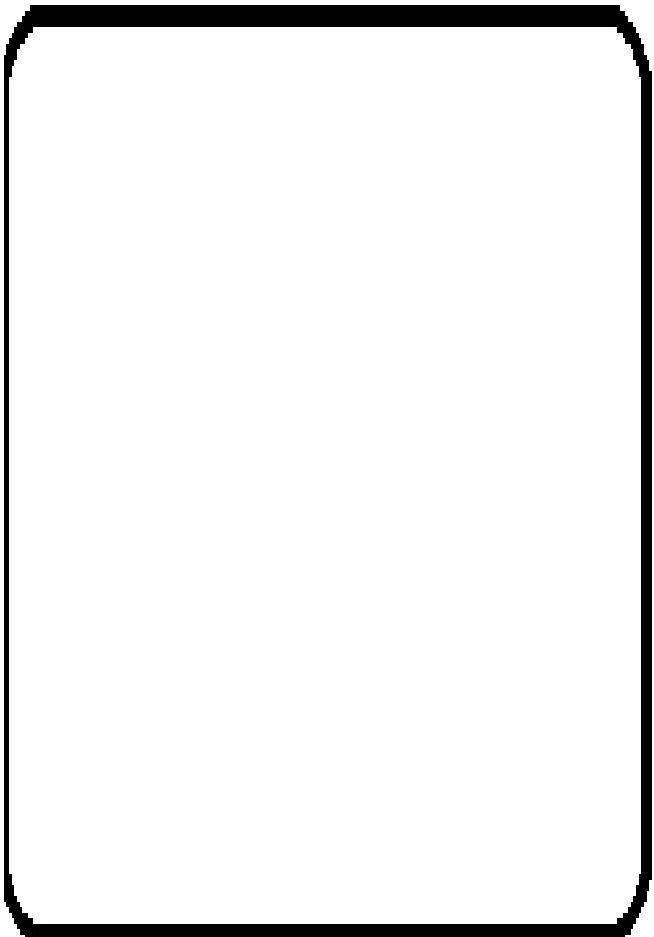
**Other Departments  
(Ethos)**



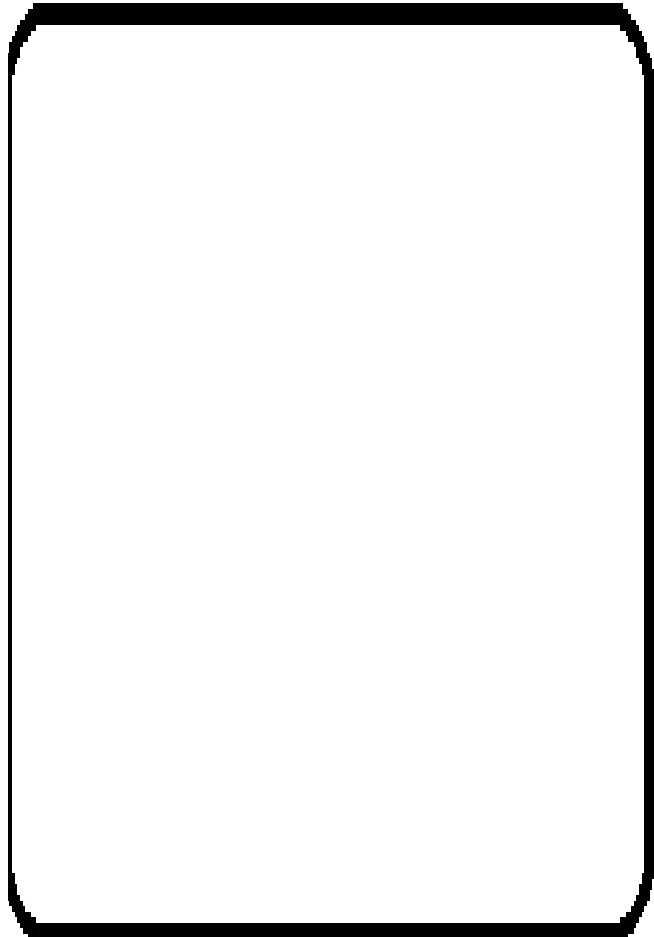
**Faculty Lounge  
(Wild)**



**Your Department  
(Wild)**



**Blank Scenario Card Backs**



**Blank Chance Card Backs**



# **Scenario Card**

# **Scenario Card**

Blank Scenario Card Fronts



**Take a Chance!**



**Take a Chance!**

Blank chance Card Fronts



**Take a Chance!**



**Take a Chance!**