Motivation is an interesting psychological construct, and the ability to command attention through motivation seems to be possessed by game designers and sought after by educators. The question we aim to answer is: can a classroom that is designed like a video game ("gamification") foster a similar degree of motivation in its students that a video game fosters in its players? Most video games seem to employ the use of autonomy (options) and rewards to regulate player motivation, and consequently we have hypothesized that participants in the gamified condition will score higher on measures of motivation. We designed a class in which assignments are meant to provide high levels of autonomy for the students. Data collection is still in progress, but if our results support our hypothesis, we hope to study another prominent aspect in video game design: narrative and relevant-reality ("game-based learning"). This approach would employ techniques of narrative-based simulation into instruction as a way to meet course objectives of literary study and also to promote motivation. As an additional step, we will apply psychological measures of "wisdom" to assess outcomes of reflection in class discussion and writing. These findings will help to assess the effectiveness of "gamification" and "game-based simulation" as pedagogical techniques.