

## **English 3363.001: Digital Storytelling Based on Literature**

Instructor: Dr. June Oh

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Class Location: SOB 214

Class Time: Tu/Th 2:00PM-3:20PM

Instructor's Office: CAS240

Instructor's Office Hours: Tu/Thu 10-11:30 am; and by appointment

### **Catalogue Description**

The course introduces students to integrating literature and various forms of digital product design in preparation for ENGL 3364 that introduces digital storytelling for interactive design and production. Special emphasis will be placed on critiquing and integrating elements of literary texts to reveal dramatic arc, conflict, character, characterization, backstory, choice, dialogue, and style to learn how to develop digital narratives based on researched understanding of literature of their choice.

Prerequisite: English 1301 or ENGL 2311 and ENGL 1302 or ENGL 2311, and a 2000 level literary survey course.

### **Course Description**

*"Save the Cat!": Playful Literature, Serious Design*

This course explores the intersection between literature and digital storytelling, emphasizing how literary analysis can inform the design of narrative-based digital experiences.

Students will explore how stories are structured, how characters are built, and how narrative tension is crafted by analyzing literary texts and experimenting with interactive media. Using digital tools and creative frameworks such as Twine and *Save the Cat*, students will learn core literary elements (character, conflict, voice, and context) and reimagine them in playful formats. Emphasis is placed on identifying the potential and pitfalls of ludic (rule-based or game-like) structures and the serious work of designing engaging narratives.

The class will culminate in a final project where students will forge their own entry point into the "playful literature" by creating a quality sample proposal that investigates the specific historical and cultural context of the chosen literary work and rationalize their design and narrative choices.

### **Learning Outcomes**

By the end of the course, students will be able to

1. Analyze literature for narrative elements adaptable to digital formats.
2. Develop original interactive narratives based on close reading and literary research.
3. Critique the relationship between ludic structures and literature.

### **Course Materials and Technology**

1. All required reading materials and activities will be uploaded on Canvas.
2. Students are encouraged to buy their own physical copy of Jane Austen's *Pride and Prejudice*.
3. Students will occasionally need to purchase games.
4. Students will need reliable access to a laptop and the Internet.
5. Students should regularly check Canvas and their emails.

## Course Grade

Components	Points
<i>Reflection</i>	10 points
<i>Short Analysis Reports</i>	20 points
<i>Class Facilitations</i>	25 points
<i>Playful Reading</i>	15 points
<i>Serious Making</i>	30 points
<b>TOTAL</b>	<b>100 points</b>

## Grade Scale

A	90 to	100	points
B	80 to	89	points
C	70 to	79	points
D	60 to	69	points
F	0 to	59	points

## Minimum Requirement to Earn a C in the Class

To earn a C or above in the class, students must earn a C or above on *all* components. A grade of D or F on the major assignments (Critical Reading, Critical Making, Reflection, etc.) will result in the grade for the class being no higher than a D.

## Syllabus Changes

Per the UTT Syllabus Policy: "The information contained in the syllabus, other than the grading criteria and absence and make-up policies, may be subject to change with reasonable advance notice as long as the change is without prejudice to the students."

## Important Dates

Sep. 8	Census date
Sep. 17	Second drop for non-payment
Nov. 3	Last day to withdraw
Dec. 8	Finals week

## Assessment

*Short Analysis Reports*

Students will write short reports of analysis by a given Monday at 11:59 pm and post them on Canvas. This will either take the form of

- a. Responses to guided discussion questions,
- b. Reviews of one of the texts from the week,
- c. or, Critical analysis and reflection on the week's topic.

These posts will be 300 words unless otherwise noted. Here, students demonstrate their ability to write each week, learn from my feedback, and grow as a thinker, writer, and critic of various media.

### *Class Facilitations*

Students will participate in every class either through small group discussion, class discussion, and/or facilitations. They will [sign up](#) to lead and facilitate at least one class session. Students are free to pursue any class facilitation methods and will discuss their plans with the instructor at least a week before class session. Class Facilitation Guide is on Canvas.

### *Playful Reading*

Students will complete short writing assignments throughout the semester in order to develop foundational close reading skills to be applicable for digital adaptation. This will be critical in developing students' "playful" literature digital storytelling proposal. Students will write a critical analysis essay by making a single, developed argument supported with extensive close reading. This must be accompanied by a research report with a bibliography. The bibliography should demonstrate an awareness of the complexities and specificities of the historical background, cultural context, biography, and/or literary assets.

### *Serious Making*

Students will create a complete digital storytelling narrative proposal portfolio. It should be a demonstration of students' understanding of literary conventions and the possibilities of their intersections with digital media. It will consist of a sample design, pitch statement, goal & audience statement, and rationale. Towards the end of the semester, students will present in a "Playful Literature, Serious Design Showcase," where you will pitch your digital product. The complete proposal portfolio will be informed by research, have a defined critical purpose, and be industry level.

### *Reflection*

Students will write a reflection letter that looks back to their semester.

## **Schedule**

<b>W</b>	<b>Focus</b>	<b>Topics &amp; Activities</b>	<b>Major Assignment</b>
<b>1</b>	Introduction	Okay, Austen; What is digital storytelling? What makes literature "playful"? Story vs. Game.	SAR: What stories do you return to and why?
<b>2-3</b>	Introduction cont.	Play, read, and analyze	SAR: "My reviews"
	Character & Desire	Literary vs. playable characters; motivation & arcs	SAR: Character Sketch

4	Dramatic Structure	Can you <i>Save the Cat</i> ? Story beats and narrative rhythm	SAR: Beat Sheet Practice
5	Context & Culture	How do time period, genre, authorial intent, and audience affect the meaning of a literary text?	PR: Close reading analysis
6	Choice & Perspective	Rules, interactivity, and branching paths; ludonarrative logic	PR: Platform analysis (ludic structure/visual storytelling/narrative integration)
7	Digital Experience	Visual, auditory, and more?	
8	Goal & Audience	What is your own stake in this adaptation? What are you trying to say, preserve, question, or subvert?	SM: Proposal
9	Project Proposals	Students pitch literary source and adaptation idea	SM: Annotated Bib
10	Workshop	Rationale workshop	SM: Designer's Intent & Audience Statement
11	Workshop or Conference	In-class workshop or instructor conference	SM: Rationale
12	Cont.	Cont.	SM: Sample
13	Showcase & Peer Feedback	Pitch your Playful Literature	
14	Break	Thanksgiving Break	SM: Final Project Portfolio
15	Finals	No class	Reflection

This course has a flexible schedule and content that may change based on the class's interests and pace.

## Course Policies and Resources

### Attendance

Students are expected to attend all class sessions. Students who miss more than three weeks' work (e.g., missing discussion, due dates, etc.) will automatically fail the course unless they withdraw by the census date. See "Standard UT Tyler Syllabus Policies" for information on the census date.

### Submitting Written Work

To be counted for a grade, written work must be submitted (unless instructed otherwise) via Canvas. Assignments that do not follow the designated format, that are emailed, that are submitted to the wrong drop box, or that I cannot open (e.g., zipped files, ios files, damaged files) will receive 0.

### Academic Dishonesty & Disruptive Behavior

This class has a Zero Tolerance Policy for academic dishonesty. Any act of academic dishonesty will result in immediate failure of the entire course and will be reported to the Office of Student Conduct and Intervention.

For the UTT definition of “academic dishonesty,” go to the UT Tyler Syllabus Module in the class Canvas shell. Click on “University Policies and Information.” Scroll to the “Academic Honesty and Academic Misconduct” section. Click on “Student Conduct and Discipline policy.” Read Section 8-802 “Academic Dishonesty.”

Disruptive behavior will be reported to the Office of Student Conduct and Intervention and may result in failing the class and/or University sanction. Disruptive behavior includes, but is not limited to:

- hindering other students from working on the tangible learning activities taking place during face-to-face and online class sessions
- talking when the instructor is talking
- repeatedly arriving late and/or leaving early
- using technology for purposes other than working on the tangible learning activities taking place during the class period
- doing something other than working on the tangible learning activities taking place during the class period
- sleeping during class

For the UTT definition of “disruptive behavior,” go to the UT Tyler Syllabus Module in the class Canvas shell. Click on “University Policies and Information.” Scroll to the “Academic Honesty and Academic Misconduct” section. Click on “Student Conduct and Discipline policy.” Scroll to Section 8-804 “Certain Other Offenses.” Read item number four “Disruptive Behavior.”

## ARTIFICIAL INTELLIGENCE (AI) USE POLICY

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools’ ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler’s Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler’s Academic Integrity Policy.

For this course, I expect all work students submit for this course to be their own. While using artificial intelligence assistance can aid various parts of the writing and analysis process such as brainstorming, managing and analyzing data, editing, and peer review, in such instances, students should clearly indicate how much and which part of their writing and thinking process are facilitated by such programs. In other words, any unacknowledged AI-facilitated work and

acknowledged AI-facilitated work *without considerable edition and critical revision* will be considered cheating and will be directly reported. Violation of this policy may result in disciplinary action, up to and including full revocation of credit for the assignment, and other sanctions.

### **Class Conduct**

All students are expected to behave in a respectful manner, both in-person and online. Sensitive topics may be addressed during discussion, and passionate opinions are welcome. However, each student should remain respectful and civil. We will approach topics with an understanding of their historical context and cultural nuances, recognizing that some issues may be uncomfortable from a modern perspective.

### **Contacting the instructor**

If you have individual questions, you can set up a time to meet either in-person or via Zoom. To contact me, use UTT email or Canvas messenger. Per the [UTT Email Policy](#), I will not reply to emails sent from non-UTT email addresses.

Emails and Canvas messages should provide a succinct overview of the topic and be written using complete sentences, reasonably correct grammar, and proper structure. In the subject line list the class (ENGL4374), your name, and a topic.

### **University Policies and Information**

Go to our class Canvas for information relating University Policies.

### **Student Resources**

Go to our class Canvas for information relating University Policies.

This syllabus is a product of many educators' hard work, generosity, and support. It is also at this current stage with the help of previous students at UT Tyler. I give special thanks to UT Tyler's English department faculties, staff, and students as well as my former colleagues at Michigan State University.