

English 3363.001: Digital Storytelling Based on Literature

Instructor: Dr. June Oh

Email: joh@uttyler.edu

Class Location: RBN2011

Class Time: Tu/Th 12:30-1:50 PM

Instructor's Office: CAS240

Instructor's Office Hours: Wednesday 10-1, and by appointment (See Canvas for Zoom link)

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

Don't Trust the Story: Cognition, Empathy, and Narrative Misreading

Why do we read stories? We often assume that narrative helps us think, feel, understand, and perhaps become better people. But does it? And what happens to these assumptions when stories move across media—from novels and films to games, webtoons, simulations, and generative AI?

This class introduces students to narrative as a dynamic system: a set of formal and medial structures that can shape how audiences think, feel, interpret, and act. Across five units, we will examine narrative as a) a cognitive system, b) an affective system, c) an immersive and interactive system, d) a cultural system, and e) a system of inference and misdirection. We will ask how stories model minds, direct empathy, construct worlds, encode social norms, and manipulate what audiences know and believe.

Core theoretical readings by Marshall McLuhan, Lisa Zunshine, Suzanne Keen, and Marie-Laure Ryan will anchor our discussions of theory of mind, empathy, immersion, agency, and virtual storytelling. At the end of the semester, students will form their own ideas about not only what stories mean but what they do—and how their media make those effects possible.

Learning Outcomes

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

- analyze how narratives function as cognition systems
- challenge assumptions about what narratives do
- identify how cultural norms and social scripts are encoded in narrative systems
- evaluate how different media shape empathy, agency, and interpretation
- apply theories of narrative, cognition, empathy, immersion, and media to literary and digital texts
- contribute to a collaborative learning community

Course Materials and Technology

1. This course has a flexible schedule and content that may change based on the class's interest. Most of the materials will be selected by students in consultation with the instructor.
2. Students are responsible for acquiring required materials. This may include signing up for various websites and purchasing games and interactive fiction.
3. Students will need reliable access to a laptop and the Internet.
4. Students should regularly check Canvas and their emails.

Course Grade

Components	Points
Class Facilitation	30
Discussion	30
Narrative System Project	40
TOTAL	100

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."

Assessment

Discussion

Students will write short analytical responses to the reading/activities and post them on Canvas. This will be the basis of class discussion.

Class Facilitation

Students will [sign up](#) to lead and facilitate a class. This class is student-driven in many ways: text selection, small-group discussion, class facilitation, and supporting facilitations.

Students who are facilitating the unit will select the texts for each unit. Media sample choice will be treated as an intellectual claim and is a part of a grade. Facilitators will lead conversations, present analysis, and contribute to a collaborative investigation of how narrative systems operate across forms and platforms. Students are free to pursue any class facilitation methods as long as they fulfill the requirement.

Students are required to discuss their plans with the instructor at least a week prior.

Narrative System Project

Students will design an original narrative system (game, interactive fiction, serialized digital story, AI driven narrative, etc.) that:

- models a cognitive phenomenon (empathy, memory loss, misreading, desire, suspicion, inference, etc.), produced, manipulated, limited, etc.
- encodes a cultural script (gender, class, romance, values, etc.)
- includes a short sample scene or choice map
- engages with Zunshine, Keen, Ryan, or class-covered theory and rationalizes their design

This project will consist of a proposal, sample analysis, artifact, peer review, research component, rationale, and showcase.

Course Schedule

See Canvas for course calendar. We will discuss course schedule and required content selection during the first week of the semester.

Course Policies and Resources

Attendance

Students are expected to attend all class sessions. Attendance will impact students' "Discussion" grade for the week(s) they are absent or late. 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.

Late Work

Any assignments submitted after the deadline will receive a 15% deduction for each day they are late.

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 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, **this class is not the place to experiment with it**, unless explicitly guided by the instructor. In other words, any AI-facilitated work 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. If a student wishes to utilize Gen-AI to promote specific parts of their learning, they are welcome to consult the instructor.

To comply with the class AI policy, you will need to disable Copilot in Word and the “Help Me Write” and “Smart Compose” in Google Docs. Note that *Grammarly* and sentence-level language checkers are AI writing assistant tools.

For more, see “University Policies and Information” in the class Canvas shell.

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.