

English 3361
Word and Digital Technology
Spring 2025

Instructor: Dr. Matthew Kelly

Class Meetings: Tues/Thurs, 2:00 pm - 3:20 pm

Class Location: Ratliff Building North (RBN) 02012

Office Hours: Mon/Wed: 2:30-5pm

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Course Description

Over the past two decades, developers have used video games to explore difficult real-world issues in nuanced ways (Gray and Leonard, 2019). In response, scholars have discussed the ethical implications of designing interactive experiences around important-yet-contentious themes (Staines et al, 2019; Sou, 2018). In this research, scholars have eschewed an understanding of "ethics" as projecting universal ideals of what is right upon morally-complicated scenarios (Schrier and Gibson, 2010; Ryan et al 2017). Instead, this research defines "ethics" in terms of the self-reflexive practices which players undertake when rationalizing the larger significance of in-game actions (Schrier, 2015). In a similar fashion, scholars have explored the pedagogical opportunities of incorporating video games and the self-reflexive gameplay experiences they foster into traditional educational environments (Gee, 2004; Squire, 2011; Arduini, 2018). However, pedagogically-focused scholarship frames self-reflexive player practices using a discourse of literacy; to be "literate" in video games means knowing how to reflect upon the logic one uses when navigating in-game obstacles.

Despite the common interest in critical self-reflection, there still exists a gap between ethics and literacy in contemporary video game scholarship. On the one hand, ethics-focused research typically examines player habits in social settings, then speculates how video games could potentially be incorporated into classrooms in such a way that elicits similar forms of self-reflection (Yuan et al, 2019). On the other hand, pedagogically-focused research often omits a discourse of ethics when discussing the affordances of game-based literacy practices. In response to this gap in research, this course will build a bridge between ethics and literacy in game-based scholarship. More specifically, this class will explore and, hopefully, begin to provide answers to the following questions: how can video games encourage players to become "literate" in regards to ethically-complex issues and topics? In what ways can game-based writing projects foster a set of digital literacy skills that can help us further explore the ethical rationale we use when navigating real-world problems? Lastly, how can video games help us further refine or even redefine our current understanding of both literacy and ethics when discussing digitally-mediated interactive user experiences?

Course Goals

Despite the heavy digital emphasis of this seminar, a majority of our projects will be traditional written assignments (personal reflections on readings, short responses to in-class worksheets, and

a handful of longer essays, and a dynamic critical/creative final project). In other words, this is not a digital media studio and I do not expect anyone to have familiarity with specific software or programs. However, there will be several moments where you will need to test some foundational digital literacy skills (such as needing to install games on your computer, taking screenshots, and integrating images into your written assignments). If you encounter any obstacles during these processes, your first course of action should be to load up your web browser and start researching how to resolve these problems. Put bluntly, please do not contact me for tech support.

By the end of the semester, you will be expected to be capable of satisfying the following course goals:

1. **Understand the ways in which technological advancement does not happen in a vacuum but, rather, exists amid a complex constellation of social, political, and economic forces.** Several class readings will contextualize the larger historical development of popular technologies. The reason for including these readings is to demonstrate how technological advances are very rarely the product of a single great mind at a single moment in time. Instead, tech advancements often happen as a response to pre-existent research, economic incentives, and material constraints. Taking a nuanced, holistic approach to technological progression will help you better understand the complexity surrounding new technologies, which, in turn, can help you understand the variables influencing emergent tech trends today.
2. **Understand how digital media technologies create new methods for constructing and analyzing narratives amid larger socio-cultural contexts or significance.** It would be a lost opportunity to simply apply traditional text-based terminology onto digital media. In other words, reading a video game, hypertext, or website in the same exact way as a novel runs the risk of overlooking the unique dimensions of digital media. Hence, throughout this course you will be expected to undertake new methods of literary analysis beyond isolated close-readings (such as applying the ideas of a digital text to current real-world events or examining how rule-based algorithms implicitly create a hierarchy of information in virtual worlds). In learning how to undertake different interpretive methodologies, you will test your ability to read, write, and think critically in conjunction with pressing real-world issues.
3. **Understand how digital media technologies build upon traditional literary terms and methods for examining the larger socio-cultural significance of texts.** Despite our current cultural obsession with newness and "disruption" (to steal a phrase that permeates contemporary tech circles), digital media often builds upon traditional literary terms just as much as it introduces brand new concepts. Being able to understand how we can apply several of the reading/writing strategies you've cultivated in other English classes can demonstrate the relevance of literary study today while also reinforcing the need to examine digital media with the same rigor applied to great works of literature. To clarify, this course goal should not be viewed as contradicting Course Goal 2 (stated above). Rather, this course goal should be seen as a compliment to Course Goal 2, seeing as both

of these learning objectives will help you produce nuanced, thoughtful examinations of digital texts without succumbing to overly-simplified new-vs-old dichotomies.

Course Structure

Neither art nor scholarship nor technology exists in a vacuum, so understanding the historical and scholarly circumstances surrounding all of our readings will help you contextualize their larger significance or impact. Hence, a typical class session will begin with me offering background information on primary texts and calling attention to a few key ideas expressed in the assigned readings in order to provide everyone with a "common vocabulary" that can enhance your own interpretations, thoughts, or questions. Put differently, I do not expect anyone to have previous knowledge of the authors, concepts, technologies, or general fields-of-study that we will be examining. However, as a small seminar, a good deal of our class will be dictated by the ideas, issues, examples, or questions that YOU find personally compelling. Hence, consistent participation is essential for not only receiving an excellent grade in this course but also helping our seminar evolve in interesting and productive ways (please see the "Participation Policy" section below for more clarification).

We meet twice a week, and a typical week will unfold as such: we will read and discuss several historical and/or philosophical texts for one of our weekly class meetings. For the second weekly meeting, you will read a case study or actively engage with an interactive text, which we will then discuss as a class. This course structure will help us take a balanced theory/practice approach, wherein you can apply, re-interpret, or even push back on the ideas of a critic via your own analysis of digital texts. In doing so, we will begin to move away from isolated close readings and towards a method of literary analysis that requires you to make connections between complex philosophical essays, artistic/creative texts, current historical circumstances, and your own personal interpretations.

Course Materials

All course readings (which include essays, online articles, and videos) will be posted to Canvas; there is no required textbook for this class. Given the emphasis on interactive fiction throughout the semester, there are several video games that you will need to purchase and install. You are free to use any online marketplace to purchase these games but I recommend using the following due to ease-of-access:

Steam: <http://store.steampowered.com/>

GoG (Good Old Games): <https://www.gog.com/>

Humble Bundle: <https://www.humblebundle.com/>

Grading

Each major project is designed to help you move towards the three course goals outlined above but every assignment prompt will also include a handful of specific criteria that will be used to evaluate your success on a given project. If you ever have any questions about how I will evaluate a project, feel free to ask.

Your final grade will be calculated based on the following breakdown:

Mid-term Essay	30%
Final Project	30%
Short Written Responses	30%
Participation (includes attendance)	10%

Participation Policy

I understand that everyone has their own processes for (and even hesitations about) participating in social scenarios; some need a lot of time to work through ideas before speaking, others like bouncing ideas off peers in order to suss out their own arguments, others enjoy listening and synthesizing different ideas discussed in class into his/her own writing. For these reasons, I will offer a variety of outlets for participation, including short in-class writing assignments, longer take-home assignments, class conversations, and opportunities to provide feedback to your peer's writing.

It is perfectly normal to be more comfortable sharing your ideas in one type of social scenario versus another, but it is imperative that you are able to discuss complex ideas across a multitude of different contexts in order to be successful in the professional world. Therefore, I will evaluate your participation across all of the outlets I mention above.

Attendance Policy

Because of the rapid pace of this course and the emphasis on in-class activities/discussions, consistent attendance is very important. Every student is allowed FOUR absences. Each additional absence will result in lowering your final grade by one full letter (i.e., a B+ will be lowered to a C+). **Coming to class without the assigned readings or materials will result in being absent for the day.** Being late twice equals one absence.

Email Policy

Email is the easiest way to contact me. However, courtesy in correspondence is important; that is, be rhetorical and think about your audience. Because email is quick and easy, people often do not take the time to formulate emails that will effectively communicate what is desired. When emailing me, please include a subject header with helpful information, an opening address, and a closing signature. This will help me know who has written me and what it is about.

This class will be dynamic in the sense that class readings, exercises, and discussions will revolve around the ideas you are actively working through. Consequently, I will regularly email out readings, worksheets, and questions to consider for class discussion based on the evolution of our class conversations and your individual assignments. Seeing as it is impossible to foresee these ideas in advance, it is important that you keep up-to-date with your email in order to

properly prepare yourself for class activities. **Hence, everyone needs to check their official UT Tyler email account once every 24 hours.**

Policy on AI and AI-Generated Work

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.

AI is permitted only for specific assignments or situations, and appropriate acknowledgment is required. During some class assignments, we may leverage AI tools to support your learning, allow you to explore how AI tools can be used, and/or better understand their benefits and limitations. Learning how to use AI is an emerging skill, and we will work through the limitations of these evolving systems together. However, AI will be limited to assignments where AI is a critical component of the learning activity. I will always indicate when and where the use of AI tools for this course is appropriate.

Schedule of Readings and Assignments

The following schedule is a general outline for the first half of the semester. However, please ensure you check your Canvas calendar on a regular basis in order to stay up-to-date with assignment due dates. Whenever I create a new assignment, I will post a submission dropbox on Canvas with a deadline; this deadline will appear in your own Canvas calendar.

Week	Scheduled Readings	Assignment Due
1	-Class Syllabus -Read "Game Design as Narrative Architecture" by Jenkins	Course Goals, Reading reflection
2	-Play "The Vanishing of Ethan Carter"	Reading reflection
3	-Finish "The Vanishing of Ethan Carter" -Read "Critical Ethical Reasoning" by Simkins and Steinkuehler	"Ethan Carter" presentations
4	-Play "NORCO" (Chapter One) -Read "The Rhetoric of Videogames" by Bogost	Gameplay reflection
5	-Play "NORCO" (Chapter Two)	Gameplay reflection

	-Play "NORCO" (Chapter Three)	
6	-Finish "NORCO"	Gameplay reflection
7	-Research and Draft Midterm Project	Rough draft of Midterm
8	-Finalize Midterm Project	Final draft of Midterm