

AIQS 100: Academic Inquiry Seminar (3 units)

DIGITAL LITERATURE:

HYPertext, PLAY, AND INTERACTIVITY

Fall 2025

Mather Memorial 125

Section 124: 4-5:15

Instructor: Dr. Kristine Kelly

Contact Information: knk@case.edu

Office hours: Before class and always by appointment (send email to set up)

WRC Consultation Hours: [See online schedule](#)

ACADEMIC INQUIRY SEMINAR DESCRIPTION

This course develops the habits of mind and writing/communication processes that characterize academic discourse. Students engage with questions and topics from multiple perspectives, and they establish effective writing processes, including planning, drafting, responding to feedback, revising, reflecting, and self-assessing.

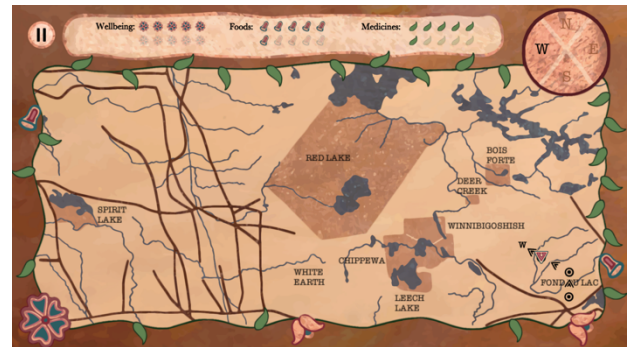


Figure 1: Navigation page from When Rivers Were Trails



Menu page for Vol. 3 of the Electronic Literature Organization

TOPICAL COURSE DESCRIPTION

Electronic, or digital, literature refers to literary works designed to be read or experienced on a computer. Such works tend to encourage readers' active participation and often involve multi-sensory engagement, asking readers to interact with the story or the work through words, images, sounds, touch, and movement. In this class, we read various kinds of digital literature, including choose-your-own-adventure-style stories, narrative games, and media-rich interactive documentaries. We

discuss and write about how these various works use visual media, interactive features, and digital technology to tell their stories or make their claims in ways that promote readers' agency, immersion, and/or feelings of enjoyment, understanding, or sympathy. Through seminar discussions, a wide range of reading and playing experiences, and substantial exploratory, analytical, and creative writing, we consider how digital literature helps us better understand how our digital, networked culture works and how we can exercise creative agency in digital spaces.

REQUIRED TEXTS

Literary Works

- ★ Selected works from:
[*The Electronic Literature Collection*](#)
(free)
- ★ Selected works from:
[*The New Media Writing Prize*](#)
- ★ Selections from itch.io
- ★ [*Gone Home*](#) by the
[*Fullbright Company*](#)
(various purchase
options from \$5.99)
- ★ Various Pdfs and Links
posted on our course
Canvas site

Writing Handbooks and Supplemental Materials:

- ★ Gerald Graff & Cathy
Birkinstein, *They Say /
I Say*, 5th Ed. New
York: W.W. Norton,
C., 2021. (ISBN: 978-
0393538700) – pdfs
will be posted
- ★ Selected pdfs from
[*Writer/Designer*](#) and
[*Research Writing
Simplified*](#) posted on
our course Canvas site.

A NOTE ON COURSE CONTENT

In this class, we play “serious games” in which the makers approach difficult and often controversial topics like mental health, racial and economic disparity, climate degradation, AI. Some students may find that some works resonate more than others and that some works are difficult to process. In the event that you find a reading too emotionally triggering, email me, and we will find an alternate reading/assignment for that day.

COURSE LEARNING OUTCOMES

After completing this seminar, students will be able to:

- ◆ Engage more skillfully in academic writing processes, sustained discussions, and reading diverse kinds of texts.
- ◆ Formulate questions in response to other writers’, thinkers’, and peers’ ideas.
- ◆ Feel greater confidence in contributing their own insights.
- ◆ Think critically and deliberate ethically about differences in values and beliefs, including describing the way that systems privilege some perspectives and present barriers to others.
- ◆ Analyze and engage with scholarly concepts and information and evidence from sources and use those concepts in written, oral, and/or multimodal projects.
- ◆ Learn appropriate attribution for cited and consulted source material
- ◆ Effectively communicate information and ideas in written, multimodal, and oral formats and in ways that meet the needs/expectations of a designated audience, context, and purpose.
- ◆ Consider what it means to write responsibly and to take responsibility for their writing and making.



ASSIGNMENTS OVERVIEWS & GRADE WEIGHTING

1. Participation (20%): Participation includes, but is not limited to:

- Active and appropriate involvement in class discussions, activities, and exercises during classes.
- Getting to know your peers and supporting each other in respectful and sincere ways.
- Preparing for class by completing reading and writing assignments before class and being awake and alert to the class/group discussion.
- Consistent attendance (see attendance policy below)
- Engaging in writing-oriented activities outside of class (details on the participation self-evaluation)
- Helping to compile our class Scalar Workbook (details forthcoming).
- Other criteria detailed on the participation self-evaluation form)
- Submitting Reflection Essay to Canvas and Experience Portfolio as designated.
- Completing self-evaluation forms

WEIGHTING OF GRADES FOR FINAL CLASS GRADE

Class participation	20%
Response Writing	20%
Essays (2)	30%
Games-for - change Project	10%
E-lit Curation Project	20%
Reflection essay	Credit

Please bring reading materials and your laptop to class. See device acceptable use policy on Canvas.

The participation grade is determined by the student in consultation with the instructor. Students will complete 2 self-evaluations assessing their participation based on the criteria above and check in with the prof at least once around mid-term.

2.



Image of title screen of Case's *Adventures with Anxiety*

Response Writing: (20%): Throughout the semester, students will be required to write or make up to 7 substantial responses to the days' readings/ works. These will take the form of both:

- brief written analyses of an issue or idea relevant to the day's reading (about 300 words).
- "un-paragraphs" where you use analog or digital tools to respond to the day's readings in unconventional ways.

These response assignments will be graded on a v+,v,v-scale and can be revised and resubmitted so long as the first version is submitted on time. The final grade for this assignment will be cumulative and assessment criteria will

be posted on Canvas. Please see RR handout for specific instructions assignments.

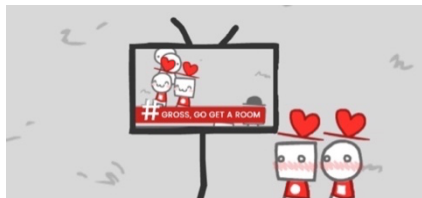
3. Argumentative/ Analysis Essays (30% in all, 15% each essay): Students will write two, 4-6-page essays. Topics will be drawn from class readings and discussions, and essay prompts will be distributed in a timely manner. For both essays, “process-oriented” work like concept maps, drafts, annotated articles, writing conferences with me or a WRC tutor, and/or peer review, and revision statements might be required and need to be submitted.

So long as the first submission for each of these 2 essay is turned in on time, students will have the option to revise a graded essay within 3 weeks (21 days) of having received their first earned grade. Students who choose this option should meet with the course instructor or a WRC consultant during their revision process.

Note: One of these essays will be submitted to your *Experience Portfolio (EP)*. Details about the portfolio process are available on the Campus Groups portal for the EP.

4. Games for Change Project and Project Narrative (10%) Students will collaborate to create a *Game for Change* in which they create an interactive game with a social purpose and individually write a project narrative. We will use [Twine](#) for these games. Revisions are not accepted after the due date.

5. Electronic Literature Curation Project (20%) Students will work individually and in small groups to curate a multi-media exhibit of digital literary works. We will use the free web-publishing software, *Scalar*. The final grade for this assignment will include assessment and credit for all process-oriented work (drafts, concept maps, bibliography). Revisions are not accepted after the due date



Screenshot from Nicky Case's *We Become What We Behold*

6. Final reflection for the Experience Portfolio(required)

Students will formally reflect on their writing processes and projects over the course of the semester. This reflection and one of the argumentative essays must be submitted to the student's Experience Portfolio by the end of term.

Submission process includes submitted copy of reflection and screenshot of completed upload.



COURSE POLICIES & EXPECTATIONS

ATTENDANCE

Success in class is linked with presence and participation and more than 3 absences will undermine this success.

- For each absence, after 3, students will lose 10% (a letter grade) from their participation grade which is weighted at 20% of the final grade. (e.g. upon absence

- #4, a participation grade of B becomes a C)
- In addition, after 6 absences, students lose a letter grade from the final course grade for each day missed (eg. At 7 absences, a grade of B becomes a C, at 8 that C becomes a D).
 - The Writing Program's policy is that students may not pass AIQS course if they miss a total of 5 weeks or more of class for any reason (excused or unexcused) (i.e., 10 sessions of a M/W or T/Th course). Students in this situation should withdraw from class in consultation with their academic advisors.

You should reserve your 3 absences for planned/expected events and unexpected brief illness. If you are too ill to participate, take care of yourself and get well. If you have a persistent cough or light cold, come to class and wear a mask.

I am committed to promoting fair practices. As we deal with illness and unexpected life calamities, I will do my best to make appropriate accommodations, including remote class attendance. Hence, in rare cases, I will make exceptions to the 3-absence/no penalty maximum rule. Contact me and alert your 4-year advisor (as needed) with illness-related concerns or other extenuating circumstances.

CLASS EXPECTATIONS:

This class is difficult and will make significant demands on your time. As a 3-credit, university-required academic class, this AIQS will require approximately 2-3 hours of work outside of class for every hour of in-class time; that's approximately 6-9 hours of homework per week. We have a rigorous reading and writing schedule, and I expect you to do your best to engage consistently with the materials and assignments as well as to make draw on campus resources for support. I am aware that we will likely have to make some adjustments to the syllabus/ schedule along the way and that everyone needs a bit of leeway now and again.

LATE PAPERS AND EXTENSIONS

All major assignments (essays and projects 1, 2, 3, 4) need to be submitted to pass the class.

If you are struggling to complete an assignment or need a short extension, please contact me and we will make appropriate arrangements. *Each student may request one guaranteed, no questions asked, extension on a major assignment.* This request must be in writing via email and it must be sent before the paper/project is due.

Late assignments for which extension arrangements are not made will lose 5% to the earned grade per day. Revisions are not accepted for late submissions.

ACCOMMODATIONS

In accordance with federal law, if you have a documented disability, you may be eligible to request accommodations from Disability Resources. In order to be considered for accommodations, you must first register with the Disability Resources office. Please contact their office to register at [216.368.5230](tel:216.368.5230) or [get more information on how to begin the process](#). Please keep in mind that accommodations are not retroactive.

ACADEMIC INTEGRITY

Students at Case Western Reserve University are expected to uphold the highest ethical standards of academic conduct. Violations of academic integrity include all forms of academic dishonesty including cheating, plagiarism, misrepresentation, obstruction, use of generative artificial intelligence (AI) without instructor permission, and submitting without permission work

to one course that was completed for another course are standards. Please review the complete [academic integrity policy](#). Any violation of the policy will be reported to the Office of Student Conduct & Community Standards.

INSTRUCTOR'S POLICY ON AI

All your submitted work must represent your own thinking, writing, and engagement with the tasks and activities described in the course assignments. All sources, including any form of AI, consulted or used verbatim (textual and visual) needs to be acknowledged and cited. If you choose to use AI tools in your composing or ideating process, you must acknowledge where, how, and why you have made use of the tools. (For example, preface your submission with a detailed “author’s note” or use explanatory footnotes and in-text citations to indicate in detail how and why you used any AI-generated language, concepts, or images for prewriting, concept mapping, summarizing, revising, writing, researching and so on). Any information or ideas that you cite from an AI source needs to be verified and the AI’s sources documented.

Using AI tools to produce any portion of an essay or reading response without detailed acknowledgement of your use of that tool will be considered an infraction of academic integrity and could result in a request for resubmission and/or a 0 for the assignment. **Using an AI tool to write a substantial part of an essay or a multimodal project will earn no credit and a formal report to the Division of Student Affairs.**

To put your name as author on any text means that you take responsibility for what it says and does. AI cannot take responsibility for itself or its products nor does it typically provide accurate and complete documentation of the sources it compiles. In this course, we will discuss AI composition software (such as ChatGPT, Copilot, Grammarly, and Dall-e, etc) and its uses, considering particularly the social and personal impacts of the tools.

FYI Check out [this editorial from the science journal Nature](#) for an explanation of why AI will not be accepted for any image or article published in that journal.



RESOURCES

Writing Resource Center

The Writing Resource Center (WRC) provides support for writers across the university. Consultants in the WRC provide individualized, hands-on instruction specific to each writer’s goals. They encourage visits from writers at any stage of the writing process, from understanding contexts for writing and interpreting assignment prompts, to organizing and revising ideas. Consultants (including me!) work with all campus writers, including undergraduate students, graduate students, and faculty writers.

Visit: <https://case.edu/artsci/writing/resources/writing-center> for more information and to make an appointment.

Physical & Mental Health Resources

You may experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, or loss

of motivation. **Help is always available.** University Health & Counseling can help with these or other issues you may experience. You can learn about the physical and mental health services available to you by contacting University Health & Counseling: **216.368.5872** or <https://case.edu/studentlife/healthcounseling/>.

If a life circumstance arises (e.g., significant illness, death, injury, traumatic event, etc.) that seriously affects your work, your 4-year advisor (in [the Division of student affairs](#)) can help you notify your instructors, coordinate resources to support you, and arrange for appropriate accommodations, if applicable. Please note that it is critical to alert your 4-year advisor when the situation is happening, not after the semester has closed.



ACKNOWLEDGEMENTS

Land Acknowledgement

In recognizing the land upon which we reside, we express our gratitude and appreciation to those who lived and worked here before us; those whose stewardship and resilient spirit makes our residence possible on this traditional homeland of the Lenape (Delaware), Shawnee, Wyandot Miami, Ottawa, Potawatomi, and other Great Lakes tribes (Chippewa, Kickapoo, Wea, Piankishaw, and Kaskaskia). We also acknowledge the thousands of Native Americans who now call Northeast Ohio home.

Case Western Reserve University and the greater Cleveland area occupy land officially ceded by 1100 chiefs and warriors signing the Treaty of Greenville in 1795. (Aho)

Credit: Social Justice Institute, Case Western Reserve University

Diversity & Inclusion Statement

I am committed to creating an inclusive classroom in which students and faculty are challenged to encounter differences of background, of experience, of perspective, and/or of intellectual commitments, to listen rhetorically, and to respond creatively, compassionately, and thoroughly. Our classroom should be a space where people are respected for everything they are and where complex topics and concepts are addressed through critical thinking, ethical deliberation, and human-centered reflection.