



2023

TP-153



Course Specification — (Bachelor)

Course Title: Digital Literature

Course Code: LANT 1312

Program: English Language

Department: Languages and Translation

College: Faculty of Education and Arts

Institution: University of Tabuk

Version: 2023.10

Last Revision Date: 2022



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A. General information about the course:

1. Course Identification

1. Credit hours: (3)

2. Course type

A.	<input type="checkbox"/> University	<input type="checkbox"/> College	<input checked="" type="checkbox"/> Department	<input type="checkbox"/> Track	<input type="checkbox"/> Others
B.	<input type="checkbox"/> Required		<input checked="" type="checkbox"/> Elective		

3. Level/year at which this course is offered: (Elective)

4. Course general Description:

This course illustrates the influence of technology on literature. It explores electronic literature and highlights the differences in these texts compared to traditional ones. Through digital content, students explore the realm of digital media and its impact on literature. They examine the concept and its implications for the literary field and analyze and evaluate digital content in diverse forms such as blogs, podcasts, and other digital media, considering factors like purpose, audience, and message. They demonstrate their understanding of effective communication using digital tools and techniques. They also experience the unique characteristics and conventions of interactive and hypertextual literary forms where they learn to differentiate these forms from traditional literature and evaluate the role of reader's participation in shaping meaning in the text.

5. Pre-requirements for this course (if any):

LANT 1208 - Introduction to Literary Studies

6. Pre-requirements for this course (if any):

7. Course Main Objective(s):

This course aims at:

- Introducing students to the concept of digital literature and its impact on the field of literature.
- Providing students with knowledge of key works of hypertext fiction, digital poetry, and interactive fiction
- Enabling students to describe the various media in which literature can be read in the digital age.
- Enabling students to explore electronic literature and highlight the differences in these texts compared to traditional ones





- Providing students with the skills to evaluate digital content in diverse forms such as blogs, podcasts, and other digital media
- Enabling students to practice medium-specific analysis of digital literature in the form of a critical, and web-based essay

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	E-learning	-	-
3	Hybrid <ul style="list-style-type: none"> • Traditional classroom • E-learning 	-	-
4	Distance learning	-	-

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	45
2.	Laboratory/Studio	-
3.	Field	-
4.	Tutorial	-
5.	Others (specify)	-
Total		45

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Define the concept of digital literature and its impact on the field of literature.	K3	Lecturing and guided classroom activities.	Short written assignments
1.2	Identify digital tools and techniques for literary communication	K3	Lecturing and guided classroom activities.	Short written assignments





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
2.0	Skills			
2.1	Analyze and evaluate digital literature and other forms of content like blogs, podcasts, or other digital media, considering the purpose, audience, and message.	S4	Class discussions Inquiry-based instruction.	Assignments Presentations Producing blogs, podcasts, or other digital media.
2.2	Apply the knowledge of digital tools and inquiry techniques to effectively communicate a literary message.	S3	-Group work performance. -Inquiry-based instruction.	Written tests. Peer assessment
2.3	Communicate complex ideas and concepts concerning digital literatures using both critical and creative approaches including audio, digital, oral, visual or written forms as appropriate.	S1	Class discussions Inquiry-based instruction.	Assignments Projects Presentations
3.0	Values, autonomy, and responsibility			
3.1	Adhere to academic values and ethics.	V1	Lectures Class discussions	Assignments Presentations Writing short critiques and response papers
3.3	Behave responsibly to achieve collaborative tasks.	V3	Lectures Class discussions	Group projects Presentations Writing short critiques and response papers

C. Course Content

No	List of Topics	Contact Hours
1	Introduction to Digital Literature: <ul style="list-style-type: none"> ▪ Definition and evolution of digital literature ▪ Distinctions between traditional and digital forms 	3
2	Hypertext Fiction: <ul style="list-style-type: none"> ▪ Exploring hypertext fiction and how it diverges from linear narratives. ▪ Interactive storytelling and its impact on reader engagement. Example: "Afternoon, a Story" by Michael Joyce	3
3	Electronic Poetry: Analysis of digital poetry and its unique characteristics. <ul style="list-style-type: none"> ▪ Examples of poets experimenting with digital platforms. 	3





	<ul style="list-style-type: none"> Example of digital poems: "The Dreamlife of Letters" by Brian Kim Stefans 	3
4	Interactive Fiction and Game Narratives: The merging of literature and gaming. Analysis of narrative structures in interactive fiction and video games. Example: "Zork" (classic text-based adventure game)	3
5	Social Media Literature: Twitterature: Examples of authors sharing micro-stories on Twitter. Instagram poetry Example of Instagram poems: "Seastorm" by Beau Taplin	3
6	Digital Storytelling Platforms: Exploring platforms of digital storytelling hubs. Examples: <ul style="list-style-type: none"> Wattpad: A platform for writers to share and discover stories. Medium: An online publishing platform with a focus on long-form content. 	3
7	Digital Literary Communities: <ul style="list-style-type: none"> Discussion on online literary communities and their influence. The role of reader feedback in shaping digital narratives. Example: Goodreads: A platform for readers to share book reviews and recommendations.	3
Total		45

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	First Midterm Exam	6	20%
2.	Assignments	ongoing	10%
3.	Second Midterm Exam	12	20%
4.	Digital project and presentation	14	10%
5.	Final Exam	16	40%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	<ul style="list-style-type: none"> Susan Schreibman, Ray Siemens and John Unsworth, eds. <i>A Companion to Digital Humanities</i> (Oxford: Blackwell, 2004) – available online at http://www.digitalhumanities.org/companion/
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Supportive References	<ul style="list-style-type: none"> Ray Siemens and Susan Schreibman, eds. <i>A Companion to Digital Literary Studies</i> (Oxford: Blackwell, 2008) – available online at http://www.digitalhumanities.org/companionDLS/
Electronic Materials	<ul style="list-style-type: none"> https://teach.eliterature.org/wp-content/uploads/2020/01/16.01.04-Digital-Literature-Syllabus_Final.pdf
Other Learning Materials	<ul style="list-style-type: none"> The use of iThenticate.com software program to detect plagiarism.

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms
Technology equipment (projector, smart board, software)	Data show
Other equipment (depending on the nature of the specialty)	–

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	<ul style="list-style-type: none"> - Students - Peer reviewers (course coordinator and other instructors teaching the course) 	<ol style="list-style-type: none"> 1. Direct method: <ul style="list-style-type: none"> a. Looking at actual samples of student work in the course such as assignments, projects...etc. 2. Indirect method (survey): <ul style="list-style-type: none"> • Regular meetings between the teachers and the course coordinator • Surveys: Confidential (anonymous) completion of a course evaluation questionnaire





Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Students assessment	<ul style="list-style-type: none"> - Students - Peer reviewers (course coordinator and other instructors teaching the course) 	<p>1. Direct method:</p> <p>a. Looking at actual samples of student work in the course such as assignments, projects...etc.</p> <p>2. Indirect method (survey):</p> <ul style="list-style-type: none"> ● Regular meetings between the teachers and the course coordinator ● Surveys: <p>Confidential (anonymous) completion of a course evaluation questionnaire</p>
Quality of learning resources	<ul style="list-style-type: none"> - Students - Peer reviewers (course coordinator and other instructors teaching the course) 	<p>1. Direct method:</p> <p>a. Looking at actual samples of student work in the course such as assignments, projects...etc.</p> <p>2. Indirect method (survey):</p> <ul style="list-style-type: none"> ● Regular meetings between the teachers and the course coordinator





Assessment Areas/Issues	Assessor	Assessment Methods
		<ul style="list-style-type: none"> Surveys: <p>Confidential (anonymous) completion of a course evaluation questionnaire</p>
The extent to which CLOs have been achieved	Department Chair Quality and Development Committee	Assessment of the Course Reports and the Program Annual Report
Other	-	-

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	DEPARTMENT COUNCIL
REFERENCE NO.	MEETING No. 9/ 1445
DATE	15.04.1445

