Gaming the Composition
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Introduction
This ethnographic study of undergraduate writers composing digital and prose fiction expands the author's practice-based research on digital composition, which found that digital composition has significant effects on writer cognition, approach to story, and narrative elements1,2,3. The aim of the study was to investigate the composition practices of experienced prose fiction writers (undergraduate students on creative writing programmes), and how they are affected by shifting these established practices into new techniques and tools offered by digital media.

Methodology
Data was collected through a 12-week taught undergraduate module. The module met for 3-hour-long sessions per week (lecture, study group, workshop). Topics and readings included narratology (theories, cognition, unnatural), interactivity, and the evolution of narrative and play. Creative readings included Twine games, hypertexts, interactive fiction, and print ergodic texts. Students completed weekly active tasks, including creative writing assignments on a 2000-word digital fiction, a 2000-word prose adaptation of the digital fiction, and a 1500-word analysis of the creative writing process.

Participants completed four (4) questionnaires on their reading & writing habits:
• Initial Survey, Week 1
• Post-Storygame Survey, Week 6
• Post-Adaptation Survey, Week 9
• Final Survey, Week 12

This paper focuses on the results from the participant questionnaires; further analysis of the remaining documentation will be forthcoming.

Results
13 student-participants between the ages of 18-24 completed all assigned work, logs, and questionnaires. Initial Survey indicates participants primarily read on their computers and mobile devices, and primarily read and write speculative fiction genres: fantasy, science fiction, fairy tale. 85% identify as gamers at intermediate or advanced level.

Writing Tools:
• 55% use a combination of pen/paper & word processor
• 45% use word processors alone
• For their storygames, most used Twine in combination with another tool: 47% with pen & paper, 41% with a word processor

For their pre-storygame methods, 26.7% reported using Twine in some preparatory fashion

Writing Strategies:
Participants named characters (90%), storyline (80%), narrative (80%), and creative expression (80%) as dominant interests in writing fiction.

Most prominent elements to transfer from storygame to prose were unnatural narration (26.7%) and multiple storylines (26.7%). Participants were more mostly concerned with adapting character (60%) and storyline (60%) to prose than in maintaining the elements of play (6.7%) from their digital fictions.

Experience Reading DF
Experience Writing DF

Further information
The “Reading Digital Fiction” project can be found online at https://readingdigitalfiction.com/

Contact the author at ly@shu.ac.uk and @lskains. Website: http://lyleskains.com/

Conclusions
Writing digital fiction expands readership in digital fiction. Reading and writing digital fiction generates positive responses to the form in participant surveys, indicating the participants will continue to voluntarily engage in digital fiction outside of a classroom environment. Further, by lowering the technological barriers to entry for writing digital fiction, easy-to-use platforms such as Twine create an environment where reader-players can produce digital fiction as easily as print readers produce prose, leading to democratization of “born digital” storytelling.

This study’s results support previous arguments4,5,6,7,8,9,10 that digital fiction and writers are more likely to engage in unnatural narration.

Literature cited
11. Alice Bell, "‘Interfactual Metaphysics and Unnatural Narratology’," Narrative 24, no. 3 (2016), http://shura.shu.ac.uk/11737/.

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