COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Digital Content Writing / Skaitmeninio turinio kūrimas	**DSTDCW**

Academic staff	Core academic unit(s)
Coordinating: Assoc. Prof. Dr. Diana Šileikaitė-Kaishauri **Other:** Lect. Ovidijus Videika	Vilnius University Faculty of Philology, Universiteto g. 5, LT-01131, Vilnius, tel. +370 5 268 7207, e-mail studijos@flf.vu.lt

Study cycle	Type of the course unit
1st (bachelor)	Compulsory / optional for individual studies

Mode of delivery	Semester or period when it is delivered	Language of instruction
Face to face	2nd semester (spring)	English

Requisites	
Prerequisites: ≥ B2+ level of English	**Co-requisites (if relevant):** none

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	133	48	85

Purpose of the course unit		
The purpose of this course is to develop students' digital literacy and content writing skills by fostering critical analysis of digital media and enabling the creation of clear, well-structured, and original digital materials for academic, professional, and creative contexts.		
Learning outcomes of the course unit	**Teaching and learning methods**	**Assessment methods**
After completing the course, students will be able to:		
DK.1.2 • demonstrate knowledge of digital literacy, content creation strategies, and ethical principles by critically analyzing different digital media types and applying appropriate tools, including AI-based solutions, for multilingual and multicultural contexts	interactive lectures and seminars; analyzing text samples; assignments and tasks (individual and group projects)	assignments and tasks, final project, peer-review
DK.3.3 • create original and well-structured digital content, selecting suitable linguistic devices and styles for specific communicative purposes and audiences	interactive lectures and seminars; analyzing text samples; assignments and tasks (individual and group projects)	assignments and tasks, final project, peer-review
DK.3.7 • organize, analyze, and synthesize information from diverse digital	active participation in seminars; analyzing text samples; assignments and tasks (individual and group projects)	assignments and tasks, final project, peer-review

sources (databases, online platforms, AI tools), while adhering to principles of digital ethics, confidentiality, and academic integrity		
DK.3.8 • present their own digital content to wider audiences, demonstrating awareness of the societal relevance and practical applications of their work, give and receive feedback	active participation in seminars; presentations; analyzing text samples; peer-review; assignments and tasks (individual and group projects)	assignments and tasks, final project, peer-review
BK.4.1 • collaborate effectively in multilingual and interdisciplinary teams, sharing tasks, motivating peers, and contributing to joint projects that integrate philological and digital competencies	active participation in seminars; analyzing text samples; assignments and tasks (individual and group projects), peer-review	assignments and tasks, final project, peer-review
BK.4.3 • plan and manage time and resources responsibly, meeting deadlines and respecting confidentiality in handling information	active participation in seminars, assignments and tasks (individual and group projects)	timely completion of assignments and tasks

Content	**Contact hours**							**Individual work: time and assignments**	
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	**Contact hours, total**	**Individual work**	**Tasks for individual work**
Introduction to Content Writing Understanding the role of content in digital media. The art of storytelling in content writing. Types of content (social media posts, comments, and messages; blogs, articles, newsletters; websites, ads; podcasts, music, audiobooks; videos and live streams) and their purposes (e.g., entertainment, education, communication, marketing, and e-commerce). The importance of clarity, accuracy, and style. Principles of building a content portfolio. Responsible and ethical use of available resources and IT and AI tools. Avoiding plagiarism and respecting copyright. Factchecking and source verification. Maintaining transparency and credibility.	3		5				**8**	**9**	Writing short forms of poetry according to formal guidelines (e.g., acrostic, elevenie (Elfchen), haiku) as an icebreaker and self-introduction. Reading and analysis of relevant texts/literature, discussion of problematic issues, practical exercises in revising texts for clarity, accuracy and style, practical factchecking and source verification exercises.
Audience Analysis Identifying and understanding your target audience. Creating user personas. Tailoring content to audience needs and preferences. Crafting compelling headlines and hooks.	1		3				**4**	**6**	Reading and analysis of relevant texts/literature, analysis of sample assignments and texts, discussion of problematic issues, creative exercises.

An Overview of the Writing Process Prewriting techniques: freewriting, mind-mapping, brainstorming, outlining. An overview of creative writing methods and strategies: associative writing, writing with fiction (poetry, prose), visual, audio prompts, situational writing, writing games, collaborative writing. Incorporating GenAI into prewriting and writing processes.	1		3				**4**	**6**	Reading and analysis of relevant texts/literature, discussion of problematic issues, creative exercises including freewriting, GenAI-assisted brainstorming and mind-mapping in preparation for the final project.
Revising and Engaging with Texts Draft revisions: manual and AI-assisted polishing and editing of texts. Peer-review: learn from constructive feedback, including formats such as "expertise", "response text (Echotexte)", "jury", "press conference". Operational methods for revising texts in groups and individually: condensing/shortening, filtering, substitution	1		3				**4**	**6**	Reading and analysis of relevant texts/literature, analysis of sample texts; peer-review, revising the texts; using GenAI as a learning assistant to get feedback on the first draft.
Writing with Text Prompts and GenAI Reconstruction and transformation: adapt existing content. Changing genre: experiment with different styles. Manual text prompts and constrained writing techniques. GenAI prompt engineering. Ethics, agency and limitations. The de-AI-ing process. Higher-order concerns vs. lower-order concerns. Evaluating and revising GenAI-generated texts.	2		2				**4**	**6**	Analyzing text samples; creative exercises on text reconstruction and transformation; drafting and testing GenAI prompts, evaluating and revising GenAI-generated texts, applying manual polishing and editing techniques. Peer review of drafts.
SEO and Keyword Optimization Introduction to Search Engine Optimization (SEO). Keyword research and integration. Short-tail vs. long-tail keywords. Metadata mechanics. Links and Calls to Action (CTAs). SEO best practices for content writing. Analyzing SEO performance.	2		2				**4**	**4**	Conducting keyword research, categorizing keywords by user intent, using online tools to discover search patterns, conducting on-page optimization of blog posts.
Writing with Visual Prompts and Creating Images with AI Tools From images to words: writing from visual prompts, connecting emotions to images and narratives, noticing visual details and translating them into written descriptions, writing from the perspective of the depicted people, animals and/or objects. From words to images: illustrating texts with images, generating images using GenAI, searching for stock images. Effective GenAI prompts for image generation. Copyright, licensing and responsible AI use. Accessibility and digital content.	1		3				**4**	**10**	Creative exercises including speaking through paintings and image-based associative writing. Conveying emotions through images and connecting them to narratives. Illustrating blog post drafts with GenAI and/or stock images. Writing appropriate captions and accessible alternative text (alt text).

Writing with Audio Prompts and Creating Music and Videos From music to words: writing with audio prompts, creating narratives inspired by music. Music "dream trip" and how music evokes personal associations. From words to music and videos: AI prompt engineering for audio and video, creating and editing videos to available texts or lyrics using AI tools.	1		3				**4**	**10**	Sound- and music-based associative writing; reading and discussing written texts. Using GenAI to generate music and videos, using AI and other online tools to edit videos.
Content Planning and Strategy Individual content pieces vs. content strategy. Setting content goals and objectives. Content ideation and brainstorming techniques. Structure and development of a content calendar.	2		2				**4**	**6**	Reading and analysis of relevant texts/literature. Defining goals and objectives, identifying content pillars and generating content ideas. Developing a content calendar. Peer review of content calendars.
Content Promotion and Distribution Cross-posting vs. reposting vs. repurposing. Publishing vs. distribution vs. promotion. Distribution channels, including social media and newsletters. Platform-specific promotional messages.	2		2				**4**	**6**	Selecting distribution channels, writing platform-specific promotional messages for the final blog post, including visuals, captions, emails, and calls to action.
Individual Project Working on a final content project (a multimodal blog post). Presenting and peer-reviewing final projects. Course wrap-up and future directions in content writing.	0		4				**4**	**16**	Planning, outlining, drafting, and creating an original multimodal blog post on a topic of their choice, incorporating relevant multimedia elements, hyperlinks, and basic SEO principles. Presenting the final project in class. Peer review of presentations and final projects.
Total	**16**		**32**				**48**	**85**	

Assessment strategy	Weight %	Deadline	Assessment criteria
Continuous assessment: in-class and at-home assignments, participation and engagement	30%	Throughout the semester	Assessment is based on the completion of individual and group assignments undertaken during seminars and as independent work throughout the semester. Tasks are assessed on a completion basis rather than graded individually. Each satisfactorily completed task contributes equally to the continuous assessment grade. Students who complete at least 90% of the designated tasks receive a maximum of 30 percentage points. For completion rates below this threshold, the score is calculated proportionally against the 90% requirement. For example, if 20 tasks are assigned, completing at least 18 would result in a maximum of 30 percentage points, while completing 17 would result in approximately 28 percentage points. Active participation, including engagement in class activities (consistent contribution to discussions and group work,

			constructive peer feedback) and preparation for seminars (evidence of reading, research), is encouraged; it may be considered to improve the continuous assessment grade.
Final project: blog entry (post)	40%	Examination period	The final project will be evaluated by the course instructor based on the following criteria: • Content quality, originality, and relevance to the chosen topic and target audience (30%) • Structure, organization, readability, and SEO optimization (20%) • Multimedia integration, relevance, accessibility, and appropriate attribution (10%) • Language appropriateness, accuracy, and style (20%) • Reader engagement and digital content conventions, including headline, hyperlinks, and calls to action (10%) • Presentation of the project in class (10%)
Peer-review of the final project	10%	Examination period	The final projects created by the students are peer-reviewed according to the criteria given during the course. The review must be objective, informative, and contain advice on how to improve the project based on the following criteria: • Content quality, originality, and relevance to the chosen topic and target audience (30%) • Structure, organization, readability, and SEO optimization (20%) • Multimedia integration, relevance, accessibility, and appropriate attribution (10%) • Language appropriateness, accuracy, and style (20%) • Reader engagement and digital content conventions, including headline, hyperlinks, and calls to action (10%) • Presentation of the project in class (10%)
Assessment of the peer-review given	20%	Examination period	The peer reviews submitted by students are evaluated by the course instructor(s) according to the following criteria: • Constructiveness: Does the feedback offer useful suggestions rather than vague praise/criticism? • Specificity: Are comments concrete, referring to examples in the peer's work? • Respectfulness: Is the tone professional, supportive, and encouraging? • Actionability: Does the feedback suggest clear steps for improvement? • Balance: Does the feedback highlight both strengths and areas for improvement? • Depth of engagement: Does the feedback go beyond surface-level comments? Five bands are used: EXCELLENT (4 points), GOOD (3 points), AVERAGE (2 points), WEAK (1 point), and NOT COMPLETED (0 points).

Artificial Intelligence Policy

The use of **Generative Artificial Intelligence (GenAI)** tools is permitted and encouraged as part of the learning process. This includes idea generation, content planning, drafting, proofreading, feedback, search engine optimization as well as multimedia creation.

Students are expected to use GenAI tools critically and responsibly: they must evaluate and revise AI-generated content, verify and fact-check information and ensure that their submitted work reflects their own creative and intellectual contributions. Students must be able to explain and justify AI-assisted work in their own words. Any substantial use of GenAI in the final project must be clearly disclosed, including specifying the tools used and how they contributed to the project. AI-generated multimedia elements must also be appropriately labelled.

Submitting AI-generated content as one's own work without appropriate disclosure or meaningful personal contribution is prohibited. Students remain fully responsible for the originality, accuracy and ethical integrity of their work and must comply with the **Vilnius University Faculty of Philology Guidelines on the Use of Generative AI** and applicable university regulations on academic integrity.

Author (-s)	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
Required reading				
Bell, Julia and Magrs, Paul	2019	*The Creative Writing Coursebook: Forty-Four Authors Share Advice and Exercises for Fiction and Poetry*		Macmillan
Bly, Robert. W.	2020	*The Copywriter's Handbook: A Step-by-Step Guide to Writing Copy That Sells*	4th ed.	St. Martin's Griffin
Handley, Ann	2022	*Everybody Writes: Your Go-To Guide to Creating Ridiculously Good Content*		Wiley
Jung, Nathan	2026	*The Process of Generative AI Writing: A Practical Guide for Undergraduates Across Disciplines*		Palgrave Macmillan
Pulizzi, Joe	2015	*Content Inc.: How Entrepreneurs Use Content to Build Massive Audiences and Create Radically Successful Businesses*		McGraw-Hill Education Ltd.
Strunk Jr., William and White, E.B.	2023	*The Elements of Style*	4th ed.	Pearson
VU	2025	Interactive learning units on Moodle, including links to selected AI tools	Online	https://emokymai.vu.lt
VU	2024	*The Guidelines on Artificial Intelligence Usage at Vilnius University*	Online	https://www.vu.lt/uploads/The_Guidelines_on_Artificial_Intelligence_Usage_at_Vilnius_University_9ec3d87a8a.pdf
Zinsser, William	2006	*On Writing Well: The Classic Guide to Writing Nonfiction*		Harper Perennial
		LLM: ChatGPT / Claude AI / Google Gemini / Microsoft Copilot / Perplexity / Genspark / Grok	Free versions	https://chatgpt.com/ https://claude.ai/new https://gemini.google.com/app https://copilot.microsoft.com/ https://www.perplexity.ai/ https://www.genspark.ai/ https://grok.com/
		Video editing tools: Clipchamp / InVideo	Free versions	https://clipchamp.com/en/ https://invideo.io/
Recommended reading				
Heffron, Jack	2011	*The Writer's Idea Book*	10th anniversary ed.	Penguin Publishing Group
Wolfrum, Jutta	2010	*Kreativ schreiben. Gezielte Schreibförderung für jugendliche und erwachsene Deutschlernende (DaF/DaZ).*		Ismaning: Hueber