“Web fiction is great!” I tell my students but, despite their increasing web-savvyness, they often come to the MA in Women’s Studies at the University of York wary of the perceived ‘artiness’ of the medium. This paper investigates the process of teaching and learning web literacy within this environment. While the web is usually associated with information and communication, I focus on a third aspect: the creative potential of the medium, and I ask specifically how literature is being changed and challenged by new technologies. I argue that mature web literacy – the ability to critically read as well as write web pages – is a vital part of contemporary scholarship and reflect on my attempts to incorporate web-based methodologies into feminist cultural and literary studies. Much of this paper is based on the Wired Women’s Studies project – details on http://www.york.ac.uk/teaching/cws/wws/ - and on my own and students’ responses to our explorations of web writing. I offer some thoughts about the excitement such media generates in students (and teachers!) once they have gained a degree of understanding, and hope to share ideas about methods, skills, and critique with others who teach and learn web studies, in whatever field.