

ENGL 2010: Writing about Disney
Spring 2018, Southern Utah University



Section Information:

ENGL 2010.22

TR 8:30 - 9:45 am; SC 127

ENGL 2010.26

TR 1:00 - 2:15 pm; ED 204

Instructor: Dr. Julie McCown

Instructor Email: juliemccown@suu.edu

Office: Braithwaite Center 303B

Office Hours: Tuesdays & Thursdays 10:00am 1:00pm, and by appointment

Course Description:

What does Disney reveal about our culture, beliefs, and values? How does Disney influence and shape our lives? A cornerstone of many of our childhoods and a massive presence in popular culture, the Disney empire provides a broad spectrum of subjects for analysis and debate. In this class, we will critically examine and discuss all things Disney: films, parks, merchandise, fan culture, etc. Along with shorter papers and a group project, each student will complete a final argumentative research paper of at least 10 pages.

This course builds upon the skills learned in English 1010, reinforcing strategies that foster careful reasoning, argumentation, and rhetorical awareness of purpose, audience, and genre. The course emphasizes critically evaluating, effectively integrating, and properly documenting sources.

Required Texts:

They Say / I Say: The Moves that Matter in Academic Writing. 3rd ed. Graff and Birkenstein.

ISBN: 978-0393935844

Other readings will be distributed via Canvas

Learning Outcomes:

Written Communication

Construct arguments that demonstrate rhetorical awareness of purpose, audience, and context

- Employ accurate and diverse diction, appropriate tone, and construct sentences varied in structure
- Define the scope of the research question or thesis completely and determine key concepts.
- Design and construct arguments for specific audiences with an emphasis on organizing, sustaining, and maintaining consistency
- Employ standard grammatical usage, including correct punctuation for discipline, and adhere to a specific style guide

Information Literacy

Identify, locate, evaluate, and effectively and responsibly use and share information to achieve an intended purpose.

- Access and document information and relevant sources using a variety of search strategies
- Correctly use primary and secondary sources (including paraphrase, summary, and quotations) in ways that are true to the original text

Inquiry and Analysis

Systematically explore issues through the collection and analysis of evidence that result in informed conclusions and judgments.

- Break complex topics or issues into parts to gain a better understanding of them.
- Arrange and synthesize evidence to reveal insightful patterns, differences, or similarities related to focus

| | Communication | Inquiry & Analysis | Information Literacy |
|---------------------|---------------|--------------------|----------------------|
| Audience Evaluation | X | X | |
| Persuasive Essay | X | | X |
| Curated Cluster | X | X | X |
| Research Essay | X | X | X |
| Group Project | X | | X |

Assignments:

- 10% Check-Ins
- 10% Response papers
- 5% Audience Evaluation Essay
- 15% Persuasive Essay
- 15% Curated Cluster
- 15% Group Project (10% project; 5% individual reflection)
- 30% Research Essay
 - Proposal (5%)
 - Essay (25%)

Final grades calculated as follows: A=90-100%, B=80-89%, C=70-79%, F=69% and below.

Weekly Check-ins

The Weekly Check-In is a worksheet that will be due by the start of class every Tuesday (starting on Week 2). The Check-Ins will report on what you did and learned the previous week (attendance, participation, what you learned, what you're confused about). This will allow you both to take stock of what you are learning in class, provide accountability for your attendance and contributions to the class, and offer you the opportunity to communicate to me any challenges or difficulties you may encounter. The check-ins will be graded based on completion (i.e. did you answer all parts of the worksheet honestly). These worksheets will take the place of an attendance or participation grade. I will still take attendance but it will not be built into the course grade.

Yes, this means that, theoretically, you could never come to class, but still turn in all the Weekly Check-Ins and get full credit for that portion of your final grade. However, I would advise against this for at least 2 reasons: (1) you will miss out on important information, discussions, and materials that will be vital for your success in the course; and (2) at the end of the semester, if your grade is "on the bubble" (e.g. 68, 78, 88, etc.), your lack of attendance/participation will make it highly unlikely that I will bump your grade up to the next letter grade.

Response Papers

The first 5 weeks of class we will be reading various articles about Disney films, marketing, and parks, which will help introduce you to various Disney topics and issues that you might wish to explore in your research essay. For each day that we read articles (9 days total), you will turn in a 1 page response paper that discusses possible paper topics you're interested in that are relevant to that day's reading. These are informal, exploratory writings, not formal papers.

Audience Evaluation Essay (2 pages)

For this essay, you will need to find an item of Disney merchandise to evaluate. You don't have to own/buy this item. You can find an image of it online. In the essay, you will provide a detailed description of the item and answer the following questions: What is it? What is its function? How does it represent the Disney brand? Who is it marketed towards? How do you know this? What assumptions does the item's marketing make about its consumers?

Persuasive Essay (3 pages, 4 sources)

In this essay written to your classmates and instructor, you will make an argument about which is the better Disney film: *Beauty and the Beast* or *The Lion King*. While this sounds like a silly premise for an academic paper (honestly, it kind of is), you will need to treat it as a serious rhetorical exercise. Your essay will have a clear, detailed thesis statement with supporting reasons. In constructing your argument, you will need to incorporate at least 4 sources (the two films do not count towards those four sources).

Curated Reading Cluster

Instead of completing an annotated bibliography, you will create a curated reading cluster on the topic you will write about in your Research Essay. Your audience for this assignment will be your classmates and other SUU students. Your reading cluster will be a resource for someone who knows little or nothing about your topic; that person could read your cluster and come away with a solid foundation about the topic and the controversies and debates involved in that topic. You will need to find at least 5 sources that together offer a good overview of your topic. You can't just pick 5 sources at random; you have to sift through lots of sources and carefully curate your collection. If these were the only 5 sources someone read about your topic, would they come away with a good idea of what the conversation/debate was? This means picking sources that are representative of multiple viewpoints, that tackle multiple angles and approaches, and/or provide important background and contextual information. Failure to do this would mean readers would only have one side of the argument, or a skewed/biased view to what's going on. You will also have to consider the credibility of the author's and the publication venues; the sources shouldn't all come from the same publication or the same author.

The reading cluster will include a 1 paragraph rationale (~100 words) for your selection process and how you chose to define your reading cluster, as well as short blurbs for each source (~50 words) that provides a succinct summary of the source.

Listicle Group Project

The group project involves creating an online listicle or quiz on a Disney-themed topic. Your group will need to come up with a focus/theme for your list, which must include at least 10 items/questions. In addition to the listicle/quiz itself (which will receive one grade), each group member will need to submit a 1 page reflection on the assignment that describes your individual role in the project, your group's rationale behind the project, how it impacts your ideas about Disney. The project will be worth 10% and the reflection will be worth 5% of your final grade.

Research Essay

Proposal (1-2 pages)

You will write a brief proposal for the Research Essay in memo format. In your proposal, you will cover the following information: what your topic is, why you selected that topic, what you already know about that topic, what you do not know about your topic, and what your plan is to complete your essay.

Essay (at least 10 pages, at least 7 sources)

For this paper, you will advocate a position on your issue with a well-supported argument written for an audience that you select.

Late work:

You will turn in all of your major assignments online. It is your responsibility to make sure that your submission goes through, which means going back after you have uploaded your assignment to double check that it is there. Computer problems are not a valid excuse for late or missing work. If you are having trouble uploading an assignment from your home computer, go

to the library and upload it from there. Plan ahead.

Major assignments (Audience Evaluation Essay, Persuasive Essay, Curated Reading Cluster, and Research Essay) that are turned in late will be deducted 10% for each 24-hour-period after the stated deadline. In-class work, response papers, and weekly check-ins cannot be made-up.

Extensions are negotiable. If you anticipate needing more time for an assignment, you must get in touch with me at least two days before the assignment is due. Together we will arrive at a later due date. I will hold you to that new due date and deduct points if you miss it. Do not email me the day before something is due to ask for an extension; I will refuse. Plan ahead. I reserve the right to refuse extensions.

Etiquette:

The way you comport yourself during the semester has a substantial effect on your ethos, or credibility. Please take the following etiquette guidelines into account:

1. No laptops, smartphones, tablets, or e-readers in class unless they are being used exclusively for classroom purposes (pulling up readings, papers, etc.). The latest research indicates that despite our belief that we are good at multitasking, learning suffers significantly when it is interrupted by digital media. Habitual unauthorized use of any electronic device during class may result in you being asked to leave the class to prevent disruptions for other students. Check out these two articles if you're interested in the research:

<http://www.sciencedaily.com/releases/2014/04/140424102837.htm>

<http://www.newyorker.com/tech/elements/the-case-for-banning-laptops-in-the-classroom>

2. Visit me during office hours, make an appointment outside of office hours, or email me for questions and help. Please seek help ahead of time.

3. Please be sure your emails have both a salutation and a closing. And you may benefit from reading this column on appropriate email etiquette:

<https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay>

Plagiarism:

What is plagiarism?

Plagiarism is presenting another person's ideas or words as one's own. Plagiarism occurs when a writer quotes, paraphrases, or summarizes another person's work without crediting his/her sources. Plagiarism occurs whether the text quoted is a book, article, website, Wikipedia, a reader's guide like Cliffs Notes or Spark Notes, another student's paper, or any other source. An entire essay is considered fraudulent even if only a single sentence is plagiarized. Also, please note that plagiarism has nothing to do with intent. If you do not properly credit your sources, you have plagiarized, whether or not you meant to.

How can I avoid plagiarism?

1. Develop your own opinions and ideas whenever you write papers or exams. Resist the temptation to look to online reading guides, analyses, or summaries for inspiration; it's way too easy for the language you read and ideas you're exposed to to seep into your own writing.
2. As you work on your research paper, take good notes, being sure to keep your ideas about the primary text and the ideas of your interlocutors (i.e., your sources) separate.
3. Whenever you refer to another person's ideas or words, use proper citation to give them credit. This can mean either paraphrasing an author's ideas and indicating that you are doing so in your prose (e.g., writing, "As Brook Thomas has argued," and following that opener with a statement of his argument in your own words) or citing a source directly via quotation (e.g., "As Brook Thomas writes, 'xxxxxxxxxxxxxxxxx'"). Because most English classes will require you to use MLA citation guidelines, the MLA Handbook for Writers of Research Papers is a recommended text for this course.

What are the consequences of plagiarism?

If I suspect you of plagiarism, I will contact you so that we can discuss my concerns. You will then have the opportunity to either accept or deny responsibility for plagiarism. Students who commit plagiarism will most likely receive a reduced grade, possibly a zero, for the fraudulent assignment. (I assess the academic penalty on a case-by-case basis.)

Syllabus as Contract:

This syllabus is more than a list of what you need to do; it's also a contract, a list of obligations and responsibilities that each of us takes on at the beginning of the semester. By reading this syllabus and deciding to stick with the course, you are consenting to the policies outlined above and promising to uphold your end of the bargain. I am promising a few things, too. As your instructor, I will:

1. Always start class on time, as I know your time is valuable.
2. Always end class on time, as I know you have places to be.
3. Grade your work within two weeks of it being turned in.
4. Hold office hours every week and advise you well ahead of time of any changes to them.
5. Be respectful of your opinions and open to your questions.

University Policies:

Academic Integrity: Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent. You are expected to have read and understood Policy 6.33 Academic Integrity and the current issue of the student handbook (published by Student Services) regarding student responsibilities and rights.

ADA Statement: Students with medical, psychological, learning or other disabilities desiring academic adjustments, accommodations or auxiliary aids will need to contact the Southern Utah University Coordinator of Services for Students with Disabilities (SSD), in Room 206F of the Sharwan Smith Center or phone (435) 865-8022. SSD determines eligibility for and authorizes the provision of services.

Emergency Management Statement: In case of emergency, the University's Emergency Notification System (ENS) will be activated. Students are encouraged to maintain updated

contact information using the link on the homepage of the mySUU portal. In addition, students are encouraged to familiarize themselves with the Emergency Response Protocols posted in each classroom. Detailed information about the University's emergency management plan can be found at: <https://www.suu.edu/ad/em/>.

HEOA Compliance statement: The sharing of copyrighted material through peer-to-peer (P2P) file sharing, except as provided under U.S. copyright law, is prohibited by law. Detailed information can be found at: <https://www.suu.edu/heoa/index.html>.

Disclaimer: Information contained in this syllabus, other than the grading, late assignments, makeup work, and attendance policies, may be subject to change with advance notice, as deemed appropriate by the instructor. In the event that there are changes to the syllabus, I will notify you both in-person and electronically.

Course Schedule:

Week 1

T 1/9

Course intro

Th 1/11

Read: Zipes, "Breaking the Disney Spell" (Remember to turn in response papers for every day's reading through Week 5)

Week 2

T 1/16

Read: Schwartz, Lutfiyya, and Hansen, "Dopey's Legacy: Stereotypical Portrayals of Intellectual Disability in the Classic Animated Films"

Th 1/18

Read: Willetts, "Cannibal's and Coons: Blackness in the Early Days of Walt Disney"

Week 3

T 1/23

Read: Putnam, "Mean Ladies: Transgendered Villains in Disney Films"

Th 1/25

Read: King, "The Audience in the Wilderness: The Disney Nature Films"

Week 4

T 1/30

Read: de Cordova, "The Mickey in Macy's Window: Childhood, Consumerism, and Disney Animation"

Due: Audience Evaluation Paper

Present in-class

Th 2/1

Read: Rahn, "The Dark Ride of Snow White: Narrative Strategies at Disneyland"

Week 5

T 2/6

Read: Wilson, "The Betrayal of the Future: Walt Disney's EPCOT Center"

Th 2/8

Read: Hawk, "'Disney-fying' Mother Nature in the Atomic Era: How Disneyland's Portrayals of Nature Reflected Post-War Ideals of Family, Child-Rearing, and the Home, 1955-1966"

Week 6

T 2/13

Due: Persuasive Essay Rough Draft

Peer Review in class

Th 2/15

Read: TSIS Ch 1

Week 7

T 2/20

Read: TSIS Ch 2

Th 2/22

Read: TSIS Ch 3

Week 8

T 2/27

Due: Persuasive Essay

Present in-class

Th 3/1

Read: TSIS Ch 4

Week 9

T 3/6

Read: TSIS Ch 5

Th 3/8

Due: Cluster Rough Draft

Peer Review in class

Week 10

Spring Break - no class 3/13 or 3/15

Week 11

T 3/20

Due: Research Essay Proposal

Read: TSIS Ch 6

Th 3/22

No class: Dr. McCown in Albuquerque at C19 Conference

Week 12

T 3/27

Student Conferences

Th 3/29

Student Conferences

Due: Curated Cluster due

Week 13

T 4/3

No class - Festival of Excellence

Th 4/5

Read: TSIS Ch 7

Week 14

T 4/10

Due: Research Essay rough draft

Peer Review in class

Th 4/12

Read: TSIS Ch 8

Week 15

T 4/17

Read: TSIS Ch 9

Th 4/19

Read: TSIS Ch 10

Week 16

T 4/24

Project presentations

Due: Group project

Due: Group project reflection

Th 4/26

Last day of classes

Research essay due

Project presentations