

WRT 105e: Boss Mode: Fools, Vices, and Villains in Popular Literature and Media

Formal Class Meeting: Monday/Wednesday—3:25 to 4:40 Goergen 110

Recitation: Monday—11:50-12:40 in Todd 202

Instructor: Scott O'Neil **E-Mail:** soneil4@ur.rochester.edu

Office: Rush Rhees 327

Office Hours: Mondays, 1:30-2:30 and Wednesdays, 5:30-6:30 in Robbins Library. Individual appointments available on request, in person and on Skype (ProfONeil)

Groups:

Cookie Monsters (Marija, Minjie, & Yufei): Villains in kids' movies

The Blues (Justin, Phoebe, Jake, & Marah): Villains in *Tom and Jerry*

Mighty Fluffies (Helen, Kenneth, & Vivi): Movies in general

Required Texts: There will be a course reserve in Robbins Library for several films that you will need to view in the first unit. Units 2 through 4 will be populated by a combination of student and instructor selections.

Course Description:

The idea of the Hero has been oft-discussed. Academics have analyzed the hero's journey and the ways in which heroes represent culture--but what about the villains? What is it that makes a character a good *villain*? Is a heroic counterpart necessary for a villain to exist? Has the concept of villainy changed over the centuries? This course will focus on these questions. We will begin with medieval notions of villainy, and from that foundation, we will expand our focus to include representations of villainy in video games, film, comic books, and more. There will be significant opportunity for student input on the direction of our inquiry. These issues will be the focus of our work with writing, and we will utilize class discussion, pre-writing, peer review, self-assessment and the revision process to explore those ideas in several argumentative essays. Our work will culminate in an 8-10 page research paper, which will demonstrate your ability to engage in a critical conversation connected to our course topic.

Objectives:

Regardless of your chosen major or profession, writing will be an important part of your academic and professional life. Becoming a *good* writer is not about mastering a particular pattern or technique. It isn't about five-paragraph structures

or the dutiful avoidance of the first person pronoun. Becoming a *good* writer is about understanding that your approach to writing must perpetually change depending on topic, audience and the ultimate impact that you want your writing to have. This notion of writing as a skill in constant flux is at the heart of our study of performance, as we will discuss and practice ways in which argumentative writing can be viewed as a performative process.

By the end of the course, you should be able to:

- Read deeply—It is impossible to create good writing without starting with good reading.
- Ask engaging questions about the texts that you read.
- Locate and synthesize professional discourse on a given topic, and find openings for you to participate in those conversations.
- Develop a debatable thesis about a text or issue that grows out of your questions and participates in the academic discourse.
- Support your ideas with multiple and various kinds of evidence.
- Identify different audiences for your thesis, and adapt your writing in order to more effectively convey your thoughts to those different audiences.

Primary Writing Requirement:

This course fulfills the University of Rochester's primary writing requirement. Please be aware that you must earn a grade of "C" or better in this course to successfully fulfill that requirement.

Grading:

Your final grade for the course will be determined as follows:

- **10 %** Participation (including Peer Review and Self-Assessment)
- **15 %** Homework (Regular reading and short writing assignments)
- **10 %** Presentation drafts
- **10 %** Essay #1 (2-3 pages)
- **15 %** Essay #2 (2-3 pages)
- **15 %** Essay #3 (Abstract and Annotated Bibliography)
- **25 %** Essay #4 (8-10 page research paper)

Final drafts of formal essays will be assigned a letter grade (A, A-, B+, B, etc). Informal assignments will be graded with a check, check minus, or incomplete.

Required Reading/Viewing:

Required readings and film viewings may be listed in the course schedule below. I reserve the right to alter this schedule as the course progresses, but I will only do so if absolutely necessary for our work. The majority of course readings will be available in digital format on Blackboard. Whether you print these readings or have an e-reader, I will expect everyone to have access to the readings during class meetings. If you bring a digital device (e-reader, laptop, etc), the **only** appropriate use for that device in class is accessing our readings. Surfing the web is not something that needs to be done during our class meetings.

Attendance and Class Participation:

Please be in class, on time, with your homework (readings and writings) completed. Attendance is crucial for success in this course. We need you here to offer your own unique observations and feedback. Further, we will be engaging in an approach to writing, editing and revision that you have likely never encountered before. If you accrue too many absences, it will be very difficult for you to catch up with the rest of the class. **If you need to miss class for any reason, please talk to me beforehand.** Being in class is only half of the battle—please come prepared to work collaboratively. We're here to learn from each other and (ideally) have some fun.

Late or Missed Homework/Classwork:

I do not accept late homework for any reason. Stick to the course calendar. If you need to miss class for any reason, consult the course calendar and continue on with the reading. Missing the previous class meeting is not a valid reason for being unprepared for the next course meeting. Take advantage of my office hours if you need help getting caught up.

Short Written Work:

There will be regular writing assignments in this class including short prompts in class (such as journals and self-evaluative writing) as well as writing to be completed for homework (such as short research-related assignments and Blackboard discussion prompts). These assignments will be assessed in a variety of ways, and they should ultimately help you in both constructing and revising your larger, more formal written work.

Essays:

Final drafts of all essays should be submitted via e-mail. These final drafts should follow standard MLA formatting requirements (1 inch margins, double spaced, 12 point Times New Roman font, etc). Late papers will lose one third of a letter grade for every day that they are late—(this policy refers to calendar days, including weekends and holidays); if you are having trouble completing your paper before deadline, please speak to me **before** the paper is due. **I WILL ONLY ACCEPT PAPERS DELIVERED IN MICROSOFT WORD FORMAT.**

Peer Review, Self-Assessment, and Revision:

Peer Review, Self-Assessment and Revision will be built into the structure of the course. All of our work should be done in the spirit of constant revision—You should always be thinking about how new information, opinions and audiences will influence your overall argument.

The Writing Center:

The Writing Center (located on the ground floor of Rush Rhees Library, near Connections) is an invaluable resource available to you. I encourage you to visit the writing center at least once for this course to get support at any stage of your writing process—from choosing a topic to revising your final draft. Nobody writes in a vacuum. My colleagues and I frequently get together to offer feedback on each other's writing and professional writers have been doing the same thing for hundreds of years. The Writing Center provides you with just such an outlet. Use it.

From the Writing Center's website: *"At the University of Rochester, we are all writers, and every writer needs a reader. The College Writing Center is a place where you can find readers who can provide critical feedback at any stage of the writing process, from brainstorming for a topic to polishing a final draft. To learn more about the College Writing Center services and/or to find a tutor, please visit <http://writing.rochester.edu>*

Academic Honesty:

Academic honesty should never be an issue in this course. Early in the semester, we will discuss the reasons and methods for avoiding plagiarism. After that point, this course will have a zero-tolerance policy regarding plagiarism, up to and including receiving a zero for the assignment and a referral to the Academic Honesty Board. Please read, internalize and be aware of the following information (this page is official university policy):

<http://www.rochester.edu/College/honesty/policy.html>

Support Services (CETL)

Please know that this classroom respects and welcomes students of all backgrounds and abilities, and that I invite you to talk with me about any concern or situation that affects your ability to complete your academic work successfully. Further, I encourage you to make use of the resources available to you on campus, particularly the Center for Excellence in Teaching and Learning. The following information is from CETL's website: "CETL is a resource available to all students in the College. All kinds of students with all kinds of GPAs and academic records make use of our programs. We work with strong students who wish to become even better, as well as with students who have not yet tapped into the strategies needed to succeed in college, and everyone in between. We offer an extensive study group and Workshop program, individual study skills counseling, study skills workshops and a study skills course, and disability support. We are located in 107 Lattimore Hall on the River Campus. To make an appointment or to learn more, stop by our offices, call us at (585) 275-9049, or send an email: cetl@rochester.edu "

Community Contacts	
Alternatives for Battered Women Crisis Line	232-7353
Deaf Hotline TTY	232-2854
Family Court Domestic Violence Hotline	428-5787
Gay Alliance Victim Resource	244-8640
Lifeline	275-5151 or 211
Monroe County	
Domestic Violence Consortium	428-2215
Health Dept. STD/HIV Clinic	753-5375
Sheriff's Victim Assistance Office	753-4389
Rape Crisis Service	546-2777
Rochester Police Department	
Emergency	911
Victim Assistance	428-6630
SAATHI	234-1050
<i>All phone numbers Area Code 585</i>	

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Campus Support	
University Counseling Center (UCC)	275-3113
University Health Service (UHS)	
Eastman School	274-1230
Health Promotion Office	273-5775
Medical Center	275-2662
River Campus	275-2662
www.rochester.edu/uhs	
Center for Student Conflict Management	
Title IX Coordinator	275-4085
University Director of Spiritual Life	275-7814
University Intercessor	275-8422
University Security	275-9125
www.rochester.edu/CARE	
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Course Calendar:

<p>1/18 (Wednesday)</p>	<p>CLASS:</p> <p>WRITE: Diagnostic—30 minutes.</p> <p>DO: Syllabus. Course Structure. Peer review/importance thereof. Importance of attendance (Cost of UR), discussion about “first drafts.” Discussion about the way I provide feedback (evaluative vs. summative, Grading Criteria in assignment sheets). Other notices—Homework in the syllabus (what the TBD means, Course reserve vs. “ingenuity”), grading philosophy, “I Noticed,” Blackboard tour (Posting expectations—I Noticed, Info Card, Recitation, etc.) Discussion of Diagnostic/Villainy. Go over list of possible topics for units 2-4.</p> <p>HW (Due next class): READ—“A Birthday Party”--Write a Blackboard post responding to these three questions: "How many main characters are in this story? Which one is the 'villain'? Why?" Also, don't forget to add a post for the info card and an "I Noticed" post.</p> <p>I NOTICED:</p>
<p>1/23 (Monday)</p>	<p>RECITATION: Intro to the Recitation: What it is, what it’s for, and how it will be run (Citation, peer review, presentations, grammar, and your input). “Academic Integrity: Understanding How to Give and Receive Help when Writing Papers”. Intro to Citation. Introduce Paper One (Rogers clip and follow up research).</p> <p>CLASS:</p> <p>DO: What is a thesis? Triangle and VAT (Sideways Stories). Discussion of HW (Birthday Party). Close reading activity (Letter Jacket diagnostic) and fact based research. Set up groups based on discussion. Demo presentation (Shawshank). Prep for Library Day One.</p> <p>HW: Watch <i>The Mysteries</i> (on course reserve in Robbins Library). You need to watch the entire film by 2/8. We will be discussing it during class on the 8th. As you watch, take note of which characters seem villainous. <i>Why</i> do those characters seem</p>

	villainous? Be specific.
1/25 (Wednesday)	<p>CLASS:</p> <p>DO: Clips from Shakespeare's <i>Richard III</i>. Spenser's <i>The Faerie Queene</i>. <i>Mankind</i> cast list.</p> <p>The idea of the Research Question and how it leads to a thesis. Demonstration of Knowledge vs. Demonstration of Confusion and why the latter is better. Research break—what facts can you find that might shed some light on the things that surprised us?</p> <p>I NOTICED:</p>
1/30 (Monday) LIBRARY DAY ONE	<p>RECITATION: Prepping for Library Day--What do you want to know about your paper topics?</p> <p>CLASS:</p> <p>Library Day One: Our course librarian will come to class and give a tour of the library and its resources.</p> <p>HW: You have your presentations on Wednesday (5 minute limit).</p>
2/1 (Wednesday)	<p>CLASS:</p> <p>DO: Editing content vs. Mechanics. M.C.C. (Most Common Comments), Logical fallacies/Monty Python. Wayside and V.A.T.</p> <p>GROUPS: Decide on your group's unit topic.</p> <p>HW: Identify your reading for your group's topic. Be prepared to discuss this on Monday.</p> <p>I NOTICED:</p>

<p>2/6 (Monday)</p> <p>Presentation drafts due (random draw)</p>	<p>RECITATION: Logical Fallacies, Syllabus completion</p> <p>CLASS:</p> <p>DO: Presentations and discussion thereof (Q and A).</p> <p>HW: Don't forget to finish watching <i>The Mysteries</i> (on course reserve in Robbins Library)</p>
<p>2/8 (Wednesday)</p>	<p>CLASS: The Topic Sentence Tree: How to translate a presentation into a paper.</p> <p>DISCUSSION: <i>The Mysteries</i>--Who were the villains? What made you think this? What scenes stood out? Details details details!</p> <p>I NOTICED:</p>
<p>2/13 (Monday)</p>	<p>RECITATION: Peer Review of topic sentence trees</p> <p>Class:</p> <p>DISCUSSION: Breaking this mold--Ozymandias, <i>FMA</i>--Dante, Umbridge, etc. Preview concept of debate and argument. Battle of Carnival and Lent.</p> <p>DO: Cutting a Scene</p> <p>HW: Finish your papers. They are due in one week. Read the piece on audience by Rawlins (on Blackboard).</p>

<p>2/15 (Wednesday)</p> <p>Start of Unit 2</p>	<p>CLASS:</p> <p>DO: Intro the second paper (Clip from <i>House</i>). Argumentative Sources, Burke and the Parlor Metaphor. Writing personae—what have yours been thus far? Rawlins and Audience. Aunt Betty.</p> <p>HW: Complete the Citation worksheet (on Blackboard). Watch <i>12 Angry Men</i> (Link on Blackboard--we will discuss this next Wednesday)</p> <p>I NOTICED:</p>
<p>2/20 (Monday)</p> <p>Paper 1 Final Draft Due</p>	<p>RECITATION: Citations review, Demo paper 2 presentation.</p> <p>FIELD TRIP: We will meet in the foyer outside of Connections by the bus ramp to go to the MAG museum for a tour and a workshop on reading different kinds of blended (visual + text) works.</p> <p>HW: Cookie Monsters assignment--Marija: <i>Frozen</i></p>
<p>2/22 (Wednesday)</p>	<p>CLASS: Discussion Leader: Marija</p> <p>DO: Discussion of structure. <i>12 Angry Men</i></p> <p>HW: Cookie Monsters assignment--Minjie: <i>Snow White</i></p> <p>Prepare your paper two presentation--You will be telling us who we are for your presentations.</p> <p>I NOTICED:</p>
<p>2/27 (Monday)</p>	<p>RECITATION: Citation workshop--QUOTATIONS and how to use them.</p> <p>CLASS: <i>12 Angry Men</i>.</p> <p>HW: Read Rawlins article (on Blackboard).</p>

<p>3/1 (Wednesday)</p>	<p>CLASS: Discussion Leader: Minjie. Audience piece. Presentation workshop time.</p> <p>DO: Translating the presentations to papers--STRUCTURE STRUCTURE STRUCTURE!</p> <p>HW: Cookie Monsters assignment--Yufei: Teletubbies</p> <p>I NOTICED:</p>
<p>3/6 (Monday)</p> <p>Paper 2 First Draft Due</p>	<p>RECITATION: Discussion Leader--Yufei</p> <p>CLASS:</p> <p>DO: Paper two presentations (strict 5-minute limit).</p> <p>HW: Work on Paper Two. Start thinking about what you might write about for the big research paper. The Blues assignment--Justin: Episode 42 about forgiveness (Tom and Jerry)</p>
<p>3/8 (Wednesday)</p>	<p>CLASS:</p> <p>DO: Topic Sentence Trees and P2 Structure.</p> <p>I NOTICED:</p>
<p>3/11-3/19</p>	<p>Spring Break</p>
<p>3/20 (Monday)</p> <p>LIBRARY DAY TWO</p>	<p>RECITATION: Citation workshop and writing an annotation. Organization strategies. Mop up time from previous week.</p> <p>CLASS: LIBRARY DAY TWO.</p>

<p>3/22 (Wednesday)</p>	<p>CLASS: Discussion Leader--Justin</p> <p>DO: Bringing it all together--Introduce assignments 3 and 4 and how they fit together with the skills of the first two papers. Also Peer review for paper two.</p> <p>HW: The Blues assignment--Phoebe: Episode w/Jerry and his child (Jerry turns evil).</p>
<p>3/27 (Monday)</p> <p>Paper 2 Final Draft Due (start of Unit 3)</p>	<p>RECITATION: Paper 3 presentation demo--finding groups. Public declaration of research question.</p> <p>CLASS: Discussion Leader--Phoebe</p> <p>DO: Subtext, Seth Letter, Different ways to react to sources. WAIT on the abstract--focus on lit review.</p> <p>HW: The Blues assignment--Jake: "Dog Days" episode.</p>
<p>3/29 (Wednesday)</p>	<p>CLASS: Discussion Leader--Jake.</p> <p>DO: Class time to work on presentations.</p> <p>HW: The Blues assignment--Marah: "Jerry gets Tom into Trouble w/Spike."</p> <p>I NOTICED:</p>
<p>4/3 (Monday)</p>	<p>RECITATION: How to write an abstract and an annotation (Primary vs. Secondary)</p> <p>CLASS: Discussion Leader--Marah.</p> <p>DO: Citation workshop (book, chapter in an edited collection, journal article, Youtube video, website, Dictionary definition, movie, television show)</p> <p>HW: Mighty Fluffies assignment--Helen: <i>Silence of the Lambs</i></p>

<p>4/5 (Wednesday)</p>	<p>NO CLASS (SAA)</p>
<p>4/10 (Monday)</p> <p>Paper 3 First Draft due</p>	<p>RECITATION: Presentations</p> <p>CLASS: Discussion Leader--Helen.</p> <p>DO: Continue Presentations.</p> <p>HW: Mighty Fluffies assignment--Kenneth: <i>Star Trek: Into Darkness</i> (Focus on Khan)</p>
<p>4/12 (Wednesday)</p>	<p>CLASS: Discussion Leader--Kenneth</p> <p>DO: Class time to work on paper three. The importance of skimming and speculative tone in abstracts and annotations (write an annotation for a source you haven't actually read yet—right in class).</p> <p>HW: Make your final edits to your third paper. Mighty Fluffies assignment--Vivi: Professor Snape in <i>Half Blood Prince</i></p> <p>I NOTICED:</p>
<p>4/17 (Monday)</p>	<p>RECITATION: The 8-10 page Research Paper. It looms. What are your thoughts about this project? Have you ever written something of this length before? If so, how did it go? What are your biggest concerns going into this project? Be specific.</p> <p>CLASS: Discussion Leader--Vivi; Also Paper 3 peer review</p> <p>DO: Intro paper four—structure of the research paper.</p> <p>HW: N/A</p>

<p>4/19 (Wednesday)</p> <p>Paper Three Final Draft Due</p>	<p>CLASS: Structure and outline--In-Class Workshop and Peer Review</p> <p>HW: Lol, no.</p> <p>I NOTICED:</p>
<p>4/24 (Monday)</p>	<p>RECITATION: TBD--What do you want/need?</p> <p>CLASS: Intro and transition to the lit review--In-Class Workshop and Peer Review.</p> <p>HW: Lol, no.</p>
<p>4/26 (Wednesday)</p>	<p>DO: Lit Review and navigating the groupings--situating the argument and transitioning to your place in it--In-Class Workshop and Peer Review.</p> <p>HW: Lol, no.</p> <p>I NOTICED:</p>
<p>5/1 (Monday)</p>	<p>RECITATION: TBD--What do you want/need?</p> <p>CLASS: Close Reading, Fact-based context, and conclusions--In-Class Workshop and Peer Review.</p> <p>HW: Seriously?</p>

<p>5/3 (Wednesday)</p> <p>Paper 4 Final Draft Due (sort of)</p>	<p>READ: I'll have something for you to read.</p> <p>EAT: I'll have something for you to eat.</p> <p>DO: Respond the reading, taking it forward, the realities and responsibilities of writing and reading in the world in which we live, and course evaluations.</p> <p>HW: Go forth, and be amazing.</p> <p>I NOTICED:</p>