

## English 258: Pop Culture—Fall 2009

CRN: 83191, Section #001, MWF 2:30pm-3:20pm, 48 Stansbury Hall

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### Superheroes, Super Geeks, the Supernatural, and the Magical as Cultural Critique

This course focuses on particular pop culture phenomena that have become especially prominent in the past ten years. In particular, ideas of people possessing powers, knowledge, or skills that are far beyond a simple human's ability have captured the imagination. Recently, Harry Potter has stormed the world with his magical wizarding skills and vampires have been re-created apart from their history of bloodthirsty killers in shows like *True Blood* and *Buffy the Vampire Slayer* as well as the Stephanie Meyer's *Twilight* series. At the same time, our culture has been particularly interested in science and technology as a means of gaining superpowers. In reading Alan Morre's graphic novel, *The Watchmen*, we will discuss his critique of science and technology through the superhero. Finally, in the midst of all of these differing discourses surrounding the supernatural, shows like *Bones* combat the supernatural by presenting science and empirical thinking as a way of thinking through the same cultural issues that the supernatural also addresses. Finally, we will look at *The Fringe* as a show that combines the supernatural and the scientific in order to present a science fiction representation of our culture.

In addition to simply watching these shows, we will address the following questions: What is the appeal of rethinking the traditional stereotype of the vampire? How does this reflect our culture? Why have books like *Twilight* and the *Harry Potter* series been so compelling for both young and adult audiences? How do superheroes and the scientific function to combat the supernatural and critique our culture? Most importantly, how do all of these fictional storylines reflect current cultural issues and concerns?

### Required Texts

- Meyer, Stephanie. *Twilight*. New York: Little, Brown, 2008. (ISBN: 0316038377)
- Moore, Alan and Dave Gibbons. *The Watchmen*. New York: DC Comics, 1995. (ISBN: 0930289234)
- Rowling, J.K. *Harry Potter and the Sorcerer's Stone*. New York: Scholastic Paperbacks, 1999. (ISBN: 059035342X)
- *True Blood: The Complete First Season*. Dir. Alan Ball. Perf. Anna Paquin and Stephen Moyer. HBO Home Video, 2009. (ASIN: B001FB4W0W; **Not available at bookstore: purchase at Amazon, rent, or view at library**)
- *Harry Potter and the Order of the Phoenix*. Dir. David Yates. Perf. Daniel Radcliffe and Emma Watson. Warner Home Video, 2007. (ASIN: B000W7F5SS; **Not available at bookstore: Purchase through Amazon, rent, or view at library**)
- *New Moon*. Dir. Chris Weitz. Perf. Kristen Stewart and Robert Pattison. Summit Entertainment, 2009. (**View over Thanksgiving Break at Movie Theater**)

**Texts Accessible via the Web at [www.hulu.com](http://www.hulu.com) or [www.fancast.com](http://www.fancast.com)** (unless otherwise noted)

- *Buffy the Vampire Slayer* (Season 1, Episodes 1-12). Dir. Joss Whedon. Perf. Sarah Michelle Gellar, Nicholas Brendon, and Alyson Hannigan. Mutant Enemy Productions, 1997.
- *Bones*. (Episodes TBA). Perf. Emily Deschanel and David Boreanaz. Fox Network, 2005.
- *The Fringe*. (Episodes TBA). Prod. J.J. Abrams. Perf. Anna Torv and Joshua Jackson. Fox Network, 2008.

**Additional Readings Accessible via Online Databases at Library Webpage** (unless otherwise noted)

- Abbott, Stacey. "Embracing the Metropolis: Urban Vampires in American Cinema of the 1980s and 90s." *Vampires: Myths and Metaphors of Enduring Evil*. Ed. Peter Day. New York: Rodopi, 2006. 125-142. (E-Reserves)
- Adney, Karley Kristine. "From Books to Battle: Hermione's Quest for Knowledge in *Harry Potter and the Order of the Phoenix*." *The Washington and Jefferson College Review*. 54 (2004): 103-112. (E-Reserves)
- Aram, Sepideh S., Kristin S. Russel, and Mona P. Potter. "Analysis of *Twilight* Child Psychology." *Journal of American Academy of Child Adolescent Psychiatry*. 48.7 (2009): 771-773. (E-Campus)

- Buttsworth, Sara. “‘Bite Me’: Buffy and the Penetration of the Gendered Warrior-Hero.” *Continuum: Journal of Media and Cultural Studies*. 16.2 (2002):185-199. (Database: Film & Television Literature Index)
- Early, Frances H. “Staking Her Claim: Buffy the Vampire Slayer as Transgressive Woman.” *Journal of Popular Culture*. 35.3 (2001) : 11-27. (Database: Film & Television Literature Index)
- Fishbaugh, Brent. “Moore and Gibbons’s Watchmen: Exact Personifications of Science.” *Extrapolation: A Journal of Science Fiction and Fantasy*. 39.3 (1998) : 189-198. (E-Reserves)
- Gever, Martha. “The Spectacle of Crime, Digitized: *CSI: Crime Scene Investigation and Social Anatomy*.” *European Journal of Cultural Studies*. 8.4 (2005): 445-463. (E-Reserves)
- Hughes, Jamie A. “‘Who Watches the Watchmen?’: Ideology and ‘Real World’ Superheroes.” *Journal of Popular Culture*. 39.4 (2006) : 546-557. (Database: MLA International Bibliography)
- Kidd, Dustin. “Harry Potter and the Functions of Popular Culture.” *Journal of Popular Culture*. 40.1 (2007) : 69-89. (Database: MLA International Bibliography)
- Latham, Rob. “The Cybernetic Vampire of Consumer Youth Culture.” *Consuming Youth: Vampires, Cyborgs, and the Culture of Consumption*. Chicago: U of Chicago P, 2002. 1-21. (E-Reserves)
- Mangold, Manuela. “The Body’s Twist: How Does the Body Construct a Story.” *Picturing America: Trauma, Realism, Politics & Identity in American Visual Culture*.” Frankfurt:Peter Lang, 2007.37-48. (E-Reserves)
- Overstreet, Deborah Wilson. “Vampire 101.” *Not Your Mother’s Vampire: Vampires in Young Adult Fiction*. Lanham: Scarecrow Press, Inc, 2006. 1-18. (E-Reserves)
- Petersen, Line Nybro. “Understanding Superpowers in Contemporary Television Fiction.” *Northern Lights: Film & Media Studies Yearbook*.” 6.1 (2008) : 91-106. (Database: Film & Television Literature Index)
- Picart, Caroline Joan (Kay) and Cecil Greek. “The Compulsions of Real/Reel Serial Killers and Vampires: Toward a Gothic Criminology.” *Draculas, Vampires, and Other Undead Forms: Essays on Gender, Race, and Culture*. Ed. John Edgar Browning and Caroline Joan (Kay) Picart. Lanham: Scarecrow Press, Inc, 2009. 37-62. (E-Reserves)
- Sax, Leonard. “*Twilight* Sinks Its Teeth Into Feminism.” *The Washington Post*. Aug. 17 2008, B07. (E-Campus)
- Schopp, Andrew. “Cruising the Alternatives: Homoeroticism and the Contemporary Vampire.” *Journal of Popular Culture*. 30.4 (1997): 231-243. (Database: Film & Television Literature Index)
- Spaise, Terry L. “Necrophilia and SM: The Deviant Side of Buffy the Vampire Slayer.” *Journal of Popular Culture*. 38.4 (2005) : 744-762. (Database: Film & Television Literature Index)
- Wilcox, Rhonda V. “‘Who Died and Made Her the Boss?’: Patterns of Mortality in *Buffy*.” *Fighting the Forces: What’s at Stake in Buffy the Vampire Slayer*. Ed. Rhonda V. Wilcox and David Lavery. Lanham: Rowman and Littlefield Publishers, Inc, 2002. 3-17. (E-Reserves)

### Attendance

Regular attendance is necessary for you to succeed in my class. You may miss up to 3 classes with no penalty. I don’t even need to know why you missed. After 3 absences, each absence will **LOWER** your final grade by a letter. If 6 or more absences occur, you will **FAIL** the course. If you miss a conference, it will count as one absence. Excessive tardiness will result in the lowering of your final grade by a full grade level. For each 3 instances of tardiness, your final grade level will be lowered a full grade level. For example, if you have 3 tardies, then your grade is marked down one grade level lower, and if you have 6 tardies, then your grade is marked down two grade levels, etc...

Also, if you know in advance that you will be missing class, you must contact me beforehand if you would like to turn in your work early. In addition, if you miss a class, you are responsible for the work due during your absence or on the following days after your absence. A missed class will not give you an extension for the work due. Under no circumstances do I accept e-mailed work. If you miss a class for whatever reason, you miss the opportunity to turn in your work.

### Cell Phones

There is really no reason to have a cell phone on every second of everyday. Otherwise, turn them off when you enter the classroom. Frequent interruptions by cell phones (either through calls or text messaging) will **lower** your participation grade to an **F** for the semester.

## **Office Hours and E-Mail**

Office hours (listed above) provide a great chance to talk one-on-one. Please stop by to ask questions—or just to say hello. You may drop in during these times or make an appointment with me to talk about any questions or comments you have about your progress in the course. I'd be happy to talk with you via email as well, and you can expect that I will respond to you (in email or in class) from 9am to 5pm on Monday through Friday. So that we can use e-mail and the Internet to extend course conversations in a variety of ways, please activate and check your MIX account. (Note: you can forward MIX to another account.)

In addition, this is a writing class. Improperly formatted e-mails are not allowed. In every e-mail, you must have an opening remark (Dear so and so), the body of the e-mail, a closing remark (Sincerely, etc...), and your full name (first and last) written at the bottom. In addition, e-mails should be properly formatted—meaning using proper sentence structure, capitalization, and the absence of text/IM language (like **u** for **you**). If you do not follow proper e-mail format, then you forfeit the opportunity of receiving a response from me.

## **Late Work & Missed Deadlines**

Under no circumstances do I accept late work. Your work must be organized, collected, and ready to be turned in at the beginning of the class period in which it is due. There are no exceptions to this rule. Please, make sure that you have ink in your printer and that your printer is functioning in advance of the day when a paper is due. Make sure that you have paper. Remember to save and back-up your work often. If you do not have your work, then you receive a 0/F on that assignment. Outside of emergencies, I do not and will not give extensions on work that is due.

## **Plagiarism**

Plagiarism is the inclusion of another's words or ideas as your own in a paper you submit for this class. This includes having another person write a paper for you, turning in another student's work who has previously had an English 258 class, taking any or all information, writing, or ideas from the internet without proper MLA in-text citations and works cited entries, and pulling any information, writing, or ideas from any other type of source that is not your own work. To avoid plagiarism, you should always use proper MLA in-text citations for all quotations (which are direct word for word quotations in quotation marks) and for all paraphrased information (which is the use of others' ideas and information, which has been converted into your own language). For specific in-text guidelines, reference MLA in-text citation guidelines.

If you do plagiarize, the maximum penalty is an Unforgivable "F" in the course, which means that you have to re-take and pass English 258 during another semester and that the "F" is never removed from your QPA or from your transcript. Your instance of plagiarism will be documented with the proper authorities—including the deans or assistant deans of the college of your chosen major, English department writing coordinators and chairs, and the dean of student relations.

## **Social Justice**

This class fully supports the WVU social justice policy for the classroom. For more information on specific policies and guidelines, see the Social Justice website at: <http://socialjustice.wvu.edu/>.

## **Grading**

### Written Components

- ✓ Paper Proposal (5%)/No Revisions
- ✓ Annotated Bibliography (10%)/No Revisions
- ✓ Final Paper (15%)/One Revision Allowed
- ✓ Final Paper Intro & Outline (5%)/No Revisions
- ✓ Popular Culture Paragraphs (15%)/No Revisions

### Exams

- ✓ Midterm Exam (20%)
- ✓ Final Exam (20%)

### In-Class Component

- ✓ In-Class Participation (10%)

### Grading for Written Assignments and Exams

- A: Ideas are well-developed, original, and succeeds in mastering the technical goals for the assignment.
- B: Ideas are written with considerable care and attention. They are developed and detailed. Aspects of the technical goals still need work and/or ideas need development.
- C: Ideas and structure are acceptable. The student needs to make more effort to master the technical goals and/or develop a thoughtful and focused analysis of the text.
- D: Student has made some effort to achieve the assignment goals, but basic fundamentals of writing and analysis need improvement.
- F: Does not achieve the assignment's technical goals and/or it does not present a focused or thoughtful analysis of the text.

### **Format** (For All Typed Assignments—Follow MLA Guidelines in *Easy Writer*)

- Double Spaced
- 1" Top & Bottom Margins, 1" Left & Right Margins
- 12 pt., Times New Roman
- Do Not Double Space Header
- All Typed Pieces Must Have a Title

### **Websites for the Class**

- MIX (for e-mail): <http://www.mix.wvu.edu>
- E-Campus (for electronic copies of class work): <http://ecampus.wvu.edu>. (Use MIX ID & Password)

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## **Schedule of Work**

**\*\*Subject to change according to progress\*\***

<b>Week</b>	<b>Date</b>	<b>Topic for Class</b>	<b>Homework (Due Class Listed)</b>
1	8/24	General Introductions; Discuss Syllabus	
	8/26	Intro to Pop Culture; Writing Basics	Read ALL of the syllabus
	8/28	Writing Basics; Discuss Reading	Overstreet Reading
2	8/31	Discuss Reading	Petersen and Abbott Readings
	9/2	Discuss Reading	Latham Reading
	9/4	Discuss Reading	PCP 1; Schopp Reading
3	9/7	NO CLASS-LABOR DAY	
	9/9	True Blood	True Blood Episodes 1-2
	9/11	True Blood	True Blood Episodes 3-4; PCP 2
4	9/14	True Blood	True Blood Episodes 5-7
	9/16	True Blood	True Blood Episodes 8-9
	9/18	Discuss Secondary Reading	PCP 3; Overstreet Reading #2
5	9/21	True Blood Wrap-Up	True Blood Episodes 10-12
	9/23	Buffy Intro	Buffy Episodes 1-3
	9/25	Formal Class Cancelled; Online Discussion of Secondary Reading	PCP 4 Due in my Mailbox, 100 Colson Hall by 4pm; Wilcox Reading
6	9/28	Buffy	Buffy Episodes 4-6
	9/30	Buffy	Buffy Episodes 7-9
	10/2	Discuss Secondary Reading	Paper Proposal Due; Early Reading
7	10/5	Buffy	Buffy Episodes 10-12
	10/7	Review for Midterm Exam	
	10/9	Midterm Exam	Midterm Exam
8	10/12	The Watchmen	Chapters 1-6
	10/14	The Watchmen	Chapters 7-12
	10/16	Discuss Secondary Reading	PCP 5; Fishbaugh and Hughes Readings
9	10/19	Bones	Bones Episodes To Be Announced
	10/21	Bones	Bones Episodes To Be Announced

	10/23	Discuss Secondary Reading	PCP 6; Mangold and Gever Readings
10	10/26	Fringe	Fringe Episodes To Be Announced
	10/28	Fringe	Fringe Episodes To Be Announced
	10/30	Discuss Secondary Reading	PCP 7; Picart Reading
11	11/2	Harry Potter & the Sorcerer's Stone	Harry Potter & Sorcerer's Stone (1-162)
	11/4	Harry Potter & the Sorcerer's Stone	Harry Potter & Sorcerer's Stone (163-309)
	11/6	Discuss Secondary Reading	Adney Reading
12	11/9	Harry Potter & Order of the Phoenix	Harry Potter and Order of the Phoenix Movie; Annotated Bib Due
	11/11	Harry Potter & Order of the Phoenix	Final Paper Intro/Outline Due
	11/13	Discuss Secondary Reading	PCP 8; Kidd Reading
13	11/16	Twilight	Twilight Chapters 1-12
	11/18	Twilight	Twilight Chapters 13-End
	11/20	Discuss Secondary Reading	PCP 9; Aram and Sax Readings
14	11/23-11/27	Thanksgiving Break	
15	11/30	New Moon	New Moon Movie; First Draft of Paper Due
	12/2	New Moon	
	12/4	Discuss Secondary Reading	PCP 10; Spaise Reading
16	12/7	Discuss Secondary Reading	Buttsworth Reading
	12/9	End of Semester Wrap-Up	
	12/11	Review for Final Exam	Final Paper Due
17	12/8-12/12	FINAL EXAM	

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### Pop Culture Paragraphs (PCP)

**Turn In-Typed, 1 Well-Developed Paragraph Per Entry w/PCP Feedback form attached**  
Deadlines-Listed in Syllabus, Usually, PCPs are due Fridays at the beginning of class

#### What

For days marked "PCP #\_\_" on the syllabus, write a well-developed paragraph that responds to the prompt proposed for the reading for that day. There are 10 PCPs, and I will count the best 8 grades from the PCPs. **Overall, you should NOT simply summarize what you read or give your emotional response to the reading (like whether or not you liked the reading).** Instead, make a substantive argument or comment about the assigned primary or secondary texts. Think critically and analytically. Your overall PCP grade is worth 15% of your final grade.

#### Why

Paragraphs allow you to develop ideas for class discussion, to practice analyzing texts closely, and to develop coherent paragraph structure. I will provide feedback on paragraph structure and analysis that you can apply to your later papers.

#### How

- Your paragraph should be about **ONE PAGE** in length, double spaced.
- Font: 12 pt, Times New Roman
- Margins: 1" top, bottom, and sides
- If you run onto a second page, then **number and staple your pages.**
- Follow proper **paragraph structure** as outlined below.

- Use **parenthetical page citations** for all quotations or paraphrased information (see MLA in-text citations in *Easy Writer*).
- **Format** Movie, TV show, and book titles in italics and article titles in quotations.

### Paragraph Structure

1. **Thesis** sentence or main idea of paragraph.
2. **Explanation** and elaboration of thesis idea/main point.
3. **Quotation/Example** from text, movie, TV show, etc... that supports and illustrates main point.
4. **Interpretation** of quote or example, explanation of how it illustrates your point.
5. **Conclusion** of main idea, implications of your argument.

### Paragraph Principles

- **Length:** Paragraphs should range from half a page to a page.
- **Thesis:** Begin with your analytical idea, not with plot summary or feelings.
- **Unity:** Make sure all ideas and sentences relate to the thesis topic.
- **Coherence:** Make sentences flow logically and smoothly into one another.
- **Quotation/Example:** Every paragraph must include a quotation or example from the text being analyzed.

## **Final Researched Argument Analysis Paper**

Throughout the semester, we have focused our class discussions and readings around Popular Culture issues, critiques, and analyses. For your final paper, you must find a research topic related to Popular Culture with which you could create a clear and well-organized argument involving that topic. This topic should focus on a primary text from the class and should make a connection between the pop culture item and social/cultural critique. Remember, you must find a topic which you can research and propose a new and creative argument concerning that topic. Finally, you will draft your major research paper integrating credible sources, rhetorical/argumentative strategies, and organizing a concise paper supported by evidence. In the end, you must do what many of the writers we have read this semester have done—effectively argue a perspective while integrating differing viewpoints and research.

### **Tips & Techniques for Writing the Research Paper** (adapted from Erin Tocknell)

**Step 1: Brainstorm.** Begin brainstorming ideas about possible topics. In order to do this successfully, you will have to do some general reading about your area and the specific issues you think you would like to focus on. Think about topics that are of great interest to you; think about what matters. Once you have decided on a topic, you will need to formulate a tentative claim before going on to the research stage.

**Step 2: Research and Finalize Claim.** After pre-writing on your own a bit, research your chosen topic. As you research, you should not only look for material that supports your claim, but also look for ways to revise your claim into a specific, supportable argument.

**Step 3: Draft.** Using good pre-writing, researching, note-taking, and drafting techniques, compose an argumentative essay, which “argues a point of view or presupposes an opposing point of view, and is geared directly to anticipating and refuting it” (Watters and Moser 23) with the “goal of...convincing readers to change the way they think or what they do, or persuading them to take action in particular directions” (23).<sup>1</sup>

<sup>1</sup> Moser, Joyce and Ann Waters. *Creating America: Reading and Writing Arguments*. New Jersey: Prentice Hall, 2005.

Step 4: Revise. Repeat as necessary.

**Evaluation:**

- ✓ Is there a clear argument, which is clearly stated through a thesis statement in the early pages of the paper?
- ✓ Does each paragraph have a central point, which is supported by specific evidence from primary and/or secondary sources?
- ✓ Is there a clear introduction to your thesis statement and the major points of the upcoming paper in the early pages of your paper?
- ✓ Does each paragraph's central point go to supporting your overall argument and thesis statement for your paper?
- ✓ Is there a strong opening and closing?
- ✓ Is research from multiple choices integrated throughout the paper?
- ✓ Is a Works Cited page included in MLA format?
- ✓ Is there proper MLA format for both in-text citations and the Works Cited page?
- ✓ Does the paper meet the minimum requirements of the assignment?
- ✓ Are proper grammar, punctuation, spelling, and organization conventions observed?

**Length:** 4-5 pages, **excluding** Works Cited page, double spaced, 12 pt. Times New Roman, 1" margins

**Timeline:**

**Wednesday, Nov. 11, 2009:** Paper Introduction & Outline Due

**Monday, Nov. 30, 2009:** Final for Now Final Paper Due w/ALL Drafting

**Friday, Dec. 11, 2009:** Revision of Final Research Paper Due

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**Paper Proposal** (adapted from Jo Ann Dadisman)

In class, we've begun discussing research topics. By now, you should have narrowed down your particular areas of interest. This proposal is a way for you to begin developing your ideas about your argument and the research you intend to do. This short proposal allows you to direct your ideas and research for the Final Research Paper.

When you are writing a proposal for a paper in English 258, you are sharing your plans for a formal paper, and are doing so only after you have immersed yourself in reading and thinking about those questions that are driving your research. The proposal helps you to articulate the direction of and purpose for your research. Hopefully your purpose is to encourage your audience to see a Pop Cultural issue in a new way. .

The proposal should be written in paragraph form and articulate your overall thesis statement as well as your approach to the project. It should clearly discuss the overall purpose of your essay as well as its nuanced reading of popular culture as a reflection of contemporary culture. (See example paper proposal on E-campus)

**Evaluation:**

- ✓ Is there a clear, well-established thesis that takes a fresh look at the topic of interest to your intended audience?
- ✓ Is there some research or information that reveals you have studied the pop cultural item and know your question is viable for the writing assignment it supports?
- ✓ Is there a well-organized and inclusive structure that explains it will contribute to the academic discussions on the topic?

- ✓ Is there attention to the conventions of writing, including grammar and punctuation, word choice, and varied sentence structure?

**Length:** 300-500 Words

**Deadline: Friday, Oct. 2, 2009**

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### **Annotated Bibliography**

The Annotated Bibliography is an easy way to organize your secondary research regarding your subject. Be sure to organize your research and thoroughly read all of your items. Also, make sure that all of your secondary sources are credible—meaning no Wikipedia or other mass produced information. Make sure you find a mixture of books and scholarly articles to flush out your research. Do not wait until the last minute to conduct your research. Some items may need to be sent through Interlibrary Loan or E-Z Borrow. Information on using Library databases, ILLIAD, and E-Z Borrow is listed below.

#### **Example Annotated Bib Entry:**

Heller, Lee E. “The Persistence of Difference: Postfeminism, Popular Discourse, and Heterosexuality in *Star Trek: The Next Generation*. *Science-Fiction Studies* 24.2(1997): 226-243.

Heller examines gender difference in association with the popular development of self-help/relationship books (like *Men Are from Mars, Women Are from Venus*) and magazine articles found in men’s and women’s magazines as well as the incorporation of the same relationship themes in *Star Trek: The Next Generation* episodes. Specifically, Heller argues that the heterosexual paradigm is challenged in many *ST: TNG* episodes, only to be reaffirmed as a necessity at the end of the episodes. Heller analyzes “The Host” and “The Outcast” for their surface level exploration of homosexuality and “The Perfect” and “In Theory” for their particular emphasis on gender roles in regards to personal relationships. Ultimately, *ST: TNG* reaffirms a heteronormative sexuality that endorses traditional gender roles for men (as emotionally unavailable) and women (as domestic homemaker).

#### **Criteria:**

Your Annotated Bibliography must:

- Include **6 ENTRIES** including a mixture of scholarly books and academic journal articles. No websites are allowed for this assignment. This should only include secondary sources.
- Each annotation should be **3-5 SENTENCES** long.
- Include a citation and an annotation for each source. The annotation needs to summarize the main ideas of the source, evaluate the source using elements of rhetoric, and indicate how you might use the source in your paper.
- Follow Modern Language Association’s (MLA) Guidelines for documentation. (See your *Easy Writer* for examples and specifics outside of what we discuss in class.)
- Be arranged alphabetically by author or first word in the entry according to MLA style.
- Have a title. (This may or may not be the title for your Final Research Paper.) Just make sure that it is creative and implies the argument of your paper.

#### **Evaluation:**

- ✓ Are your resources appropriate and relevant to your topic?

- ✓ Did you succinctly summarize your sources?
- ✓ Did you evaluate your sources?
- ✓ Did you indicate how each source may contribute to your paper?
- ✓ Did you utilize MLA documentation properly?
- ✓ Did you practice the conventions of grammar, punctuation, and spelling?

**Deadline: Monday, Nov. 9, 2009**

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### Introduction/Outline Assignment

#### **Introduction**

I am looking for about 1 to 2 paragraphs of introduction. In general, a paragraph should be no longer than a page in length (double spaced). This introduction should have a catchy opening (something to draw your reader in), a clearly articulated thesis statement, and a clearly described methodology (How are you going to go about making your argument?). The thesis should not be the first sentence of your essay. It should, though, be in the first paragraph or the second paragraph at the latest. For information about different types of introductions, see page 17 in the JAC.

#### **Outline**

The outline should outline the rest of your argument after the introduction. You may use numbers, letters, Roman numerals--whatever you like. You should outline the main point of each paragraph and the evidence you are going to use to support that main point--whether from research or examples from a primary source. Your outline should be in COMPLETE sentences and should be descriptive.

In doing this, you should have about a page of your paper finished by Tuesday. On Tuesday, you should bring 2 copies of your intro and outline with you--one for me and 1 other to do a group activity with.

Also, please look at the example introduction and outline which I will send via e-mail. This is just so you can get a sense of what the introduction and outline should encompass.

**Deadline: Wednesday, Nov. 11, 2009**

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### Researching at the Library

At the library, you will be required to do some preliminary research on your paper topic. This research will include looking through the MountainLynx Catalog and the multiple databases that are available through the Library Databases webpage.

#### Preliminary Research in MountainLynx

1. Go to <http://www.libraries.wvu.edu>.
2. Under "Books" column, click on the "MountainLynx Catalog" link.
3. Type a search term related to your topic in the "Search For" box. In the "Search By" column, select the "Keyword" option. You may need to try multiple searches and search terms in order to find anything in the MountainLynx catalog. If you cannot find anything, you might have more luck on the databases webpage.

#### Preliminary Research in Databases

1. Go to <http://www.libraries.wvu.edu/databases>.
2. Here, you will find multiple databases related to a number of topics and subjects. A database is usually an index of books, articles, periodicals, and other sources that you can then access either through the WVU library system, EZ-Borrow, or ILLIAD.
3. Once on this database page, you will then want to narrow down the database options based on "Subject." For instance, if you want to research information on technology, then you should click the "Engineering & Technology" link. Once you narrow down the databases by subject, browse through the list of databases

that appears on the screen. You will probably need to search multiple databases in order to find the most information possible.

4. When you find a database you would like to search, click on the blue, highlighted link to that database. Once you enter the database, you will be allowed to search for information on the database in much the same way that you would search the web by using a search engine like Google. You will need to search the databases using multiple terms—both broad and specific—that relate to the topic you are researching.
  5. Some of the most used databases include: JSTOR, Academic Search Complete, MLA Bibliography, Lexis-Nexis, FIAF International Index to Film Periodicals Plus, Film and Literature Index with Full Text, Encyclopedia Britannica, Encyclopedia of Clothing and Fashion, Garland Encyclopedia of World Music, Music Index Online, and Encyclopedia of Popular Music.
  6. Often, in these databases, you will not be able to access a full text document, but rather a citation for a specific source—whether a book, an article, etc... You should take the information from the citations in the databases and search the MountainLynx Catalog first. If you are unable to find the source at the WVU Library, you have two options to obtain that source:
    - a. EZ-Borrow-This is a service through the WVU library where you can request books from other neighboring libraries in the area. You simply click on the EZ-Borrow link on the Library Homepage. You can then search the EZ-Borrow system by title, author, or ISBN. Once you find the book you are interested in, simply click the “request” button and fill out the form. The library will then e-mail you when the source arrives at the Downtown Library.
    - b. ILLIAD-This is a service through WVU that will find specific sources from all over the country. It is particularly useful if you are looking for a journal or magazine article. Again, you can access ILLIAD through the library homepage. Once you log in, simply fill out the form for the type of request that you want to make and submit it. If you are requesting a journal article, they will often e-mail it to you. Otherwise, they will e-mail you in order to notify you when the item arrives at the Downtown Library.
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## **Midterm & Final Exams**

Your midterm and final exams will include all information covered from the beginning of the semester to the point of the exam.

The **midterm exam** will consist of 12 short answer questions regarding both the primary and secondary texts covered at the point of the exam. You will only be required to answer 10 of the 12 questions. These questions will ask you to articulate the arguments from secondary sources and analyze primary sources from the course. I will be looking for how well you understand pop culture in terms of cultural analysis. I will be asking you to briefly read primary texts for additional cultural meaning.

The **final exam** will consist of 24 short answer questions regarding both the primary and secondary texts covered throughout the entire semester. You will only be asked to answer 20 of the 24 questions. This portion of the exam will be similar to the midterm exam.

### **Deadlines for Midterm Exam**

**Wednesday, Oct. 7, 2009:** In-Class Review for Midterm Exam

**Friday, Oct. 9, 2009:** Midterm Exam

### **Deadlines for Final Exam**

**Friday, Dec. 11, 2009:** In-Class Review for Final Exam

**Friday, Dec. 18, 2009:** 8am-10am—Final Exam Time