UWHS English Composition 131

**Sequence 1: Race and Pop Culture**

**SA 1.1** Develop a blog post of 400-500 words critiquing the treatment of the character representations of a TV show, movie, or cartoon in which the main characters are historically underrepresented in terms of race. Additionally, develop a Writer’s Memo in which you assess your process and your inclusion of Outcome 1 below.

**SA 1.2** Analyze a modern Disney or Disney/Pixar animated film to answer the question: *To what extent has Disney made effort to combat racial and cultural misrepresentations of the past*? Make a case for your argument using the film *Coco* **OR** another modern (within the last 10 years) Disney animated film (*Moana, Zootopia, Cars III, Big Hero 6, Princess and the Frog, The Incredibles 2,* etc.), the documentary *Mickey Mouse Monopoly*, and at least one other credible resource from your own research.

**MP 1** Synthesis paper: Develop a line of inquiry regarding a facet of race in popular culture (sports, images, food, sit-coms, fashion models, social media apps, etc.) that interests you. Research peer-reviewed articles as well as other credible source material regarding your topic from varied perspectives. Construct a synthesis essay in which you enter the conversation surrounding this topic. You must use at least 4 varied, credible sources.

**Sequence 2: Gender and Pop Culture**

**SA 2.1** Ad Flip: Using one of the topics from your peers’ presentations, create an advertisement that flips the status quo and breaks from stereotypes. That is, use your understanding of genre, pop culture, gender, and audience/purpose to develop an advertisement which goes against the grain of gender normativity and stereotypes.

**SA 2.2** Write two letters, each 1-1.5 pages long (single spaced), which will each embody the rhetorical style and argumentation of Patricia McLaughin and Emily Prager OR Deborah Tannen and will make a claim about your chosen facet of gender and pop culture.

**MP 2** Develop a line of inquiry regarding gender and popular culture. Then, choose a **specific** audience to target and write a formal letter about the organization/person/group’s treatment of gender normativity, inequity, and/or misrepresentation. Establish credibility through your research (and possibly cited material) as well as through your tone and style.

**Sequence 3: Social Class and Pop Culture**

**SA 3.1** Create a cartoon (or comic strip) which conveys a clear position on an element of social class. Since cartoons are often a part of popular culture, you are not required to ground your work in a facet of pop culture, but you may if you wish. You will need to consider elements of the genre as well as your ultimate purpose (argument) of your cartoon/comic. You draw this from hand, or you may use a computer-generated mode to complete this task. You will also be required to submit a writer’s memo with this assignment in which you reflect on your specific choices as well as how this satisfies outcome 1. This should be DETAILED (probably 2 pages double spaced).

**SA 3.2** Article Review: Choose any one scholarly article we have discussed in class and write a review of it. By “review,” we mean summarize the author’s main argument, analyze how that argument is articulated and supported, and then provide your own evaluation of whether or not that argument is effective and why. Your review should follow the basic style and audience guidelines as the reviews we looked at in class. You should also pay attention to tone and organization.

**MP 3** Genre Translation: Choose one of the 5 articles we have read as a class and translate it into another genre (blog post, comic strip, or letter, etc.) to appeal to a different audience. Your translation should exemplify your position about the social class issue and your commentary about it.