



The Second City

January 2019

Course Title: SCWR 375 Comedic Storytelling & SCWR 475 Advanced Comedic Storytelling

Instructor: Rachael Mason

Email address: rmason13@depaul.edu

Office Hours: Tuesday 2-5pm, Second City 4th Floor SCTC office

Class Time & Day: Tuesday, 5:45-9:00 pm, Second City room 201

FINAL: Take Home Final Due the 11th Week of Class

SCWR 375 Comedic Storytelling

This course focuses on the most influential comedy writers from antiquity to today. Emphasis will be placed on the context for when these works were created, how they were received at the time, and how these pieces remain relevant. Students will immerse themselves in comedic structure and storytelling to build a frame of reference and to craft a distinct voice as a filmmaker.

Learning Objectives:

Upon successful completion of this course students will be able to:

- Demonstrate the breadth of comedic storytelling across time and cultures
- Analyze comedy as a mode of expression
- Assess comedic structure through reading and discussion
- Generate a comedic point of view
- Utilize the written word to express a unique perspective by writing stories, poems, and plays

SCWR 475 Advanced Comedic Storytelling

This course immerses students in the great tradition of comedic literature and gives them a strong foundation in all its forms. Students will read works from the classic comedic authors canon: Shakespeare, Plutarch, Parker, Gay, Toole among others. Students will learn how these

seminal works were created, how they were received by the public, and how they have influenced contemporary cinematic storytelling.

Learning Objectives:

Upon successful completion of this course students will be able to:

- Demonstrate the breadth of comedic storytelling across time and cultures
- Analyze the power and importance of comedy as a mode of expression
- Assess comedic structure through reading and discussion
- Generate a comedic point of view
- Utilize the written word to express a unique aesthetic by writing stories, poems, and plays

Course Overviews:

- Based on lecture, experiential exercises, and student-driven discussion
- Each class will present an introduction to a specific topic of great comedic literature and then its application to film.
- The shared language of Second City and Satire will be introduced and used to discuss comedic literature and film on multiple levels.
- A final project will give students the opportunity to demonstrate their interpretation of the process from inspiration, creation, editing, adaptation, to script.

Term Projects:

Reading of 3-5 Roxane Gay Bad Feminist Essays
Read the entirety of John Kennedy Toole's Confederacy of Dunces
Generate a Bad ___ Essay
Creating Narrative from Disparate Pieces
Generation of 3 poems
Ignatius Goes To ____ Story
After Action Essay
Student led discussion of Mini Cohorts
Source Material to Script
Adaptation of Material Generated in Class

Required Texts/Viewing:

Bad Feminist 3-5? (NOT HERE, IDYLL, CLSV, Django, TP, Journalism)

Confederacy of Dunces- John Kennedy Toole.

Other readings and screenings will be a regular part of class. Copies of these will be provided in class.

Grading

Attendance 5%

Class Participation 10%

D2L Discussion 10%

After Action Essay 25%

Poems 10%

Bad ___ Essay 15%

Final 25%

A 100-93

A- 90-92

The instructor judged the student to have accomplished the stated objectives of the course in an EXCELLENT manner.

B+ 87-89

B 83-86

B- 80-82

The instructor judged the student to have accomplished the stated objectives of the course in a VERY GOOD manner.

C+ 77-79

C 73-76

C- 70-72

The instructor judged the student to have accomplished the stated objectives of the course in a SATISFACTORY manner.

D 69-60

The instructor judged the student to have accomplished the stated objectives of the course in a POOR manner. (A grade of D will not fulfill the requirements in a major field of concentration)

F 0-59

The instructor judged the student NOT to have accomplished the stated objectives of the course.

COURSE SCHEDULE:

Week 1:

DAY- Into, Table Setting,

IDEA- Second City Philosophy

WARM UP- Cond, Genre, Diff, UnCond, SOP

PRESENTATION- History of Comedic Literature

DEMO- Great Works of Satirical Lit
ASSIGNMENT- Read Bad Feminist Essays

Week 2:

DAY- Roxane Gay
IDEA- Complicated Protagonists, Happy Endings
WARM UP- Discussion
VIDEO- John Oliver (Journalism)
PRESENTATION- 3-5 Bad Feminist Essays
LIVE READING- Create Piece
DEMO- Stage Piece
ASSIGNMENT- Read Confederacy of Dunces

Week 3:

DAY- TOOLE
IDEA- Reference Level and Representational Language
WARM UP-
VIDEO- Toole's Mother
PRESENTATION- Basho
LIVE READING- Ignatius Rising
DEMO- 1 liners, Haiku, Odes
ASSIGNMENT-

Week 4:

DAY- TOOLE
IDEA- Character
WARM UP- Spines
VIDEO- Offerman
PRESENTATION- Ignatius Goes to
LIVE READING- Neon Bible
ASSIGNMENT- Scene Pitches

Week 5:

DAY- TOOLE
IDEA- Relationship
WARM UP-
VIDEO- RSC
PRESENTATION- Kate V Kate
LIVE READING- Sly
DEMO- Shrew A, II, S, i
ASSIGNMENT- After Action

Week 6:

DAY- TOOLE
IDEA- Adaptation

WARM UP- Discussion
PRESENTATION- Honey I have to...
LIVE READING- After Action
DEMO- Specifics
ASSIGNMENT- DRAFT DUE BY WEEK 7/8

Week 7:

DAY- Transition Week
IDEA- Games, Structure
VIDEO- JC, KVjr
PRESENTATION- Source Material
LIVE READING- Beetle's Journey
DEMO- Breaking, Honoring, Mapping
ASSIGNMENT- DRAFT DUE

Week 8:

DAY- Adaptation
IDEA- What inspired other Artists?
WARM UP- Discussion
VIDEO- We Cool, 10 Things, OBWAT?
PRESENTATION- Writing Clinic
LIVE READING- Self Generated Material
DEMO- Work: Poem, Essay, Scene

Week 9:

DAY- Adaptation
IDEA- Format
WARM UP- Discussion
PRESENTATION- Writing Clinic
DEMO- Long, Short, Series, Netflix

Week 10:

DAY- Adaptation
VIDEO- DFW This is Water & John Waters' RISD
PRESENTATION- Writing Clinic
DEMO- Wrap Up
ASSIGNMENT- FINISH SCRIPTS

Week 11:

FINAL: Script for 10 page Adaptation of/from/inspired by material generated in class.
(CAN BE 1ST 10 PAGES OF SOMETHING LONGER???)

WRITTEN ASSIGNMENT BREAKDOWN

Papers will be graded according to the following:
Grammar/Style- 5 possible points

Follows ASSIGNMENT/Formatting- 5 possible points
Thesis/Argument- 5 possible points
Content- 5 possible points

Changes to Syllabus

This syllabus is subject to change as necessary during the quarter. If a change occurs, it will be thoroughly addressed during class, posted under Announcements in D2L and sent via email.

Online Course Evaluations

Evaluations are a way for students to provide valuable feedback regarding their instructor and the course. Detailed feedback will enable the instructor to continuously tailor teaching methods and course content to meet the learning goals of the course and the academic needs of the students. They are a requirement of the course and are key to continue to provide you with the highest quality of teaching. The evaluations are anonymous; the instructor and administration do not track who entered what responses. A program is used to check if the student completed the evaluations, but the evaluation is completely separate from the student's identity. Since 100% participation is our goal, students are sent periodic reminders over three weeks. Students do not receive reminders once they complete the evaluation. Please see <https://resources.depaul.edu/teaching-commons/teaching/Pages/online-teaching-evaluations.aspx> for additional information.

Academic Integrity and Plagiarism

This course will be subject to the university's academic integrity policy. More information can be found at <https://offices.depaul.edu/oa/faculty-resources/teaching/academic-integrity/Pages/default.aspx>.

Academic Policies

All students are required to manage their class schedules each term in accordance with the deadlines for enrolling and withdrawing as indicated in the University Academic Calendar. Information on enrollment, withdrawal, grading and incompletes can be found at: <http://www.cdm.depaul.edu/Current%20Students/Pages/PoliciesandProcedures.aspx>

Incomplete Grades

An incomplete grade is a special, temporary grade that may be assigned by an instructor when unforeseeable circumstances prevent a student from completing course requirements by the end of the term and when otherwise the student had a record of satisfactory progress in the course. All incomplete requests must be approved by the instructor of the course and a CDM Associate Dean. Only exceptions cases will receive such approval. Information about the Incomplete Grades policy can be found at <http://www.cdm.depaul.edu/Current%20Students/Pages/Grading-Policies.aspx>

Students with Disabilities

DePaul University is committed to ensuring equal access to its educational and extracurricular opportunities for students with disabilities. The Center for Students with Disabilities (CSD)

offers reasonable academic accommodations and services to support our students. We also serve as a resource to the many university departments that have a responsibility to accommodate students.

Please see <https://offices.depaul.edu/student-affairs/about/departments/Pages/csd.aspx> for Services and Contact Information.

Course Policies

Attendance: Students are expected to attend each class and to remain for the duration. Coming 15 minutes late or leaving 15 minutes early constitutes an absence for the student. The overall grade for participation drops one-third after any absence. Three absences for any reason, whether excused or not, may constitute failure for the course.

Class Discussion: Student participation in class discussions will be measured in two ways. First, students are highly encouraged to ask questions and offer comments relevant to the day's topic. Participation allows the instructor to "hear" the student's voice when grading papers. Secondly, students will be called upon by the instructor to offer comments related to the reading ASSIGNMENTS. Students must keep up with the reading to participate in class discussion.

Attitude: A professional and academic attitude is expected throughout this course. Measurable examples of non-academic or unprofessional attitude include but are not limited to: talking to others when the instructor is speaking, mocking another's opinion, cell phones ringing, emailing, texting or using the internet whether on a phone or computer. If any issues arise a student may be asked to leave the classroom. The professor will work with the Dean of Students Office to navigate such student issues.

Civil Discourse: DePaul University is a community that thrives on open discourse that challenges students, both intellectually and personally, to be Socially Responsible Leaders. It is the expectation that all dialogue in this course is civil and respectful of the dignity of each student. Any instances of disrespect or hostility can jeopardize a student's ability to be successful in the course. The professor will partner with the Dean of Students Office to assist in managing such issues.

Cell Phones/On Call: If you bring a cell phone to class, it must be off or set to a silent mode. Should you need to answer a call during class, students must leave the room in an undistruptive manner. Out of respect to fellow students and the professor, texting is never allowable in class. If you are required to be on call as part of your job, please advise me at the start of the course.

