

Literacy, Community, & Identity in the *Dollhouse* Classroom

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This presentation will present a strategy for incorporating *Dollhouse* and media literacy into the writing classroom.

The speaker will first present a foundation of the current conversation surrounding the content of writing courses and make an argument for the inclusion of popular culture texts, particularly the use of Whedon works, as both products for critical analysis and as models of complex written texts set in a particular context. In many ways, this foundation has already been thoroughly covered, particularly by Bronwyn T. Williams' work on popular culture and literacy, and Jodie Kreider and Meghan Winchell's book, *Buffy in the Classroom*. But with the current popularity of writing about writing courses (WAW), it is necessary to explore how the positive outcomes of WAW curriculums might be achieved in other curricular models.

The presentation will then outline three general models for developing a semester course curriculum that includes quality television texts into the writing classroom, each using *Dollhouse* as a primary text. These models can be easily adapted to other primary texts, but *Dollhouse* is an especially appropriate text because of the interplay between knowledge, power, and identity, and Whedon's consistent attention and skill in creating rich dialogue.

Lastly, the presentation will provide a specific assignment that asks students to develop critical thinking regarding literacy, discourse communities, and rhetorical power through a close reading of a scene or collection of scenes. The speaker will present representative student examples and model the approach taken by examining literacy and its role in *Dollhouse*, in particular "Man on the Street."

All curriculum outlines and assignments will be made available at the presentation.