Course Description and Objectives

According to the course description, ENG 365 is:

Adaptation: Literature and Film

Investigation of many of the current theories of adaptation. Students will learn the terminology necessary to discuss film and literature, will analyze literary and filmic texts and will grapple with several current strands of sophisticated (and sometimes difficult) film and narrative theory.

Course Outcomes

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

- Learn the narratological vocabulary for the analysis of written and film narrative, and be able to write accurate analyses of texts and films using that vocabulary
- Demonstrate your understanding of the opportunities and limitations of filmic and literary art, and their differing relationships with the reader or viewer.
- Demonstrate your familiarity with the adaptation relationship in its many permutations, and recognize the positions of important theorists
- Demonstrate your understanding of the adaptation process, and the roles of audience, media, money, and culture in making adaptation decisions
- Use appropriate research skills to produce a high-quality scholarly or literary-critical paper, or theoretical apparatus explaining your own creative adaptation

These will fulfill the following outcomes for the English Major

Program Outcomes

This course should help serve the following official outcomes for the English major and minor:

- The student will demonstrate the ability to read complex texts, closely and accurately.
• The student will demonstrate the ability to comprehend both traditional and contemporary schools/methods of critical theory and apply them to literary texts to generate relevant interpretations.

• The student will demonstrate ability to effectively conduct literary research.

• The student will demonstrate the ability to write clear, grammatically correct prose for a variety of purposes in regards to literary [or film] analysis.

Required Textbooks


Some works, including extensive theoretical works, may also be assigned through online copies on D2l or as links. You may find it useful to print these out or access them via a portable device for classroom purposes. Background information will frequently be provided in the form of web links or handouts: you’re responsible for reading and keeping up with these.

Required Film Viewing

We will be watching one or two film versions of each work we read. I will attempt to find a time in the evenings to screen the films completely that is compatible with as many schedules as is possible. Copies of the films will be placed on 4 hour reserve at the library circulation desk for those who cannot attend the viewings. Some films may be available on Hulu+, Amazon instant view, YouTube or Netflix for those who find that more convenient. Hastings has rental copies of some, and some stream for pay or otherwise. You are responsible for having watched the films when they are assigned, and coming to class able to discuss them.

Course Policies

Phones

If you have a cell phone, please turn it off during our course unless you’re looking something up at the request of the instructor. If you must receive calls due to some developing emergency, please set the phone to a silent setting. If you must talk on your phone due to some earth-shattering emergency, please leave our classroom to do so.

Eating, Drinking, Sleeping and So On

Feel free to drink coffee or eat anything that’s not loud, messy, and/or smelly. Please clean up after yourself, however. If you sleep in class, you will be woken up. At least feigning attention and interest is very important: please don’t read the newspaper, listen to an ipod, or send instant messages during class.

Reading, Participation, and Note Taking
This course is reading (and viewing) intensive, and some of the works we will be studying will be quite difficult. Budget your time and read ahead when necessary. Take notes as you read and write out questions about your reading for use in class. Mark up your books. Reread when necessary. Talk about your reading outside of class. Ask questions in class. If you find anything particularly impenetrable and need help, feel free to drop by my office hours to chat about it. My job is to help you understand this stuff.

This course is taught largely as a dialogue--I ask and answer questions. The students who get the most out of the class are those who participate well in class discussion. If you can answer, do.

Contact by Email
Correspondence relating to this course must use your sfasu email account. **Do not send using the D2L mail system.** The subject line must be ENG365. I am not certain to respond to emails with any other subject line, especially if they resemble spam. I never accept assignments by email without previous permission.

Plagiarism
I take plagiarism very seriously. According to SFASU Policies and Procedures:

> Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

If a student’s paper contains plagiarized material, the student will meet with me, and I will determine the outcome, which typically involve penalties from an un-revisable zero on the paper to an F for the course. In addition, an Academic Dishonesty Form will be filed. If you have questions about what constitutes plagiarism, or fear you may not have properly cited something, please talk to me immediately.

Attendance and Absences
Regular attendance is required for success in this course. Lectures and discussions will highlight what sorts of things will be on the tests, there may be short writing assignments and frequent reading quizzes will be given at the beginning or the end of classes. Please arrive on time. No homework or in-class assignments may be made up unless your absence is excused or has been pre-arranged with me at least a full day in advance. If you miss a class for a university-excused reason, you must (by the second day you return to class) present me with a typed memo giving the date of and explaining the reason for your absence, and you should attach any documentation (such as a note from your doctor) to this memo.

Regardless of the reason for your absence, you are responsible for all information and work covered in class. If you missed homework or in-class assignments during an excused absence, it is your responsibility to find out what you’ve missed and arrange with me to make it up.
After four unexcused absences, every additional unexcused absence will result in a deduction of 5 percentage points from your total grade. Usually, that total will already be quite low due to missed quizzes and poor test preparation.

In accordance with university policy, after nine absences (the equivalent of three weeks of missed class) for any reason whatsoever, you will automatically fail the class. Please keep an eye on your absences.

Make-up Exams
Please contact me as soon as possible after you've missed an exam for an excusable reason, and we will make some sort of arrangement for an alternate exam. This may not be the same as the general exam.

Late Papers and Free Homework Late
Each student has one (1) free late homework assignment: to use it, write “Oops” clearly at the top of the completed assignment and turn it in within one week of the assigned due date (and before the last day of class). Other than this “oops” assignment, no late homework will be accepted without a university-approved absence or a very compelling excuse (my judgment) in writing, detailing your reasons and providing evidence as necessary.

Major papers turned in after the beginning of the class period on which they are due will be considered late, and will have one full letter grade (10 percentage points) deducted from their final grade. Another full letter grade will be deducted for each weekday that passes. The easiest way to receive a very poor grade in this course is to turn things in late. Do not turn in papers under my office door or with office staff without arranging it with me in advance via email. I am not responsible for the loss of papers turned in that way, or your subsequently lower grade.

Some papers may require an online submission via D2L and some drafting may occur via the D2L discussion boards.

Extra Credit
Several times during the semester, I will announce extra credit assignments. Extra credit will only be assigned in class (it will not be posted on the website). Please do not ask me for individual extra credit. Any extra credit assignments I given will be applied to the homework / quiz score, and will be offered to everyone. With extra credit, the daily work score will top at 100%.

Accommodations for Disabilities
According to the University:
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Assignments and Grade Determination
Grade Breakdown
Quizzes, written responses, evernote contributions, discussion prep, d2l quizzes or posting: 15%
Adaptation paper on a single scene: 20%
Midterm exam over terms: 15%
Proposal of paper or adaptation: 10%
Annotated Evernote file / Status report for paper: 5%
Researched paper OR Adaptation treatment and script: 25%
Final Exam and Standardized CAT completion: 10%

Percentage Grade
90-100  A
80-89   B
70-79   C
60-69   D
0-59    F

Adaptation Lists
For every book / movie pair, you’ll produce bulleted list of differences you’ve noticed between the source work or works and the movie or movies based on them. They will be graded as follows:

0 = Not there when due
3 = Superficial or too short
4 = Complete and adequate

Short Responses
Often, I’ll have you write some relatively informal response to the readings for a day. These should be about a page in length, should be typed, and will have other requirements as posted. Some may be placed on D2L discussion boards in order to start commentary. The intention is to get you thinking and recording what you think about the works, and to prepare you for class.

5 = Excellent, flawless: Very insightful, and otherwise dazzlingly good. I think "wow! I wonder if I can get a copy to teach with next semester!" This is a rare score.
4.5 = Very good: Accomplishes everything needed with style and economy, reflects a strong understanding of the subject matter, and has no very significant errors. I think "good!"
4 = Good: Does the work expected, and contains only errors that might be expected of the average careful student at this point in the semester. I think "okay!"
3.5 = Needs some work: Ideas may be incomplete or unfocused, organization may be sloppy. May be "off" in tone or style. I think "well, okay, I guess."
3 = Needs a lot of work: May be unclear in spots, or have numerous, embarrassing, or unprofessional errors. I think "well, maybe next time."
2 = Unacceptable: Fails to accomplish some aspect of the assignment, or has a variety of unprofessional errors. I think "maybe he or she had a high fever or something."
1 = Token effort: Wrong assignment or shows very little work. Accomplishes little of what the assignment asks. Reflects a fundamental misunderstanding of the assignment or a deficit of effort or skill. I think "why did I ever get into this line of work?" A paper with a name on it and a sentence, turned in on time.
0 = Didn’t turn paper in: I think "hmm, I wonder if he or she has dropped the course?"

Contributions to Evernote Source Lists
Film adaptation is unlike some other forms of literary study in how often nontraditional sources are useful to get the full picture. This semester, students will be learning how to find, evaluate, and classify a wide variety of sources: not only academic sources such as scholarly books and articles, but also all other easily available reliable sources that illuminate the adaptation relationship, including scripts, storyboards, interviews, making-of documentaries, financials, correspondence, and the like. Each student will be responsible for finding, adding, and tagging resources to the shared lists.

**Brief Scene Adaptation Paper**
You will write a brief adaptation paper looking at how a scene is rendered in an original literary work, and in its film counterpart(s), using careful description and appropriate and accurate terminology, and referring to a handful of great outside sources (which may include criticism, commentary, interviews, draft scripts, storyboards, or other useful bits of information). You will highlight the differences in approach and effect, and attempt to motivate the changes. A longer prompt is forthcoming.

**Midterm Exam**
An online or take-home exam over narratological terms (film and print).

**Final Exam and CAT completion**
A take home exam and an in-class standardized test. The brief essay take-home portion will be graded, and the CAT (a standardized measure of critical thinking) must be completed in class.

**Term Paper or Adaptation Proposal**
Your term paper proposal will be a brief document (maximum of three pages) explaining the area you plan to work in for your term paper and what you would like to accomplish with it. It will include what works you plan to deal with, and as much explanation about the question you plan to answer, the approach you plan to take, and the themes you plan to engage as you can. It will be graded on mechanics and format, completeness, and rhetorical strength (how you prove to me that the topic will be excellent and you will do it well). You will also turn in an Evernote folder with annotated sources you plan to use to write your paper or adaptation. You’ll turn it in to turnitin through D2L before class the day it is due.

**Annotated Evernote Notebook / Status Report**
A carefully evaluated series of sources, begun with the proposal, and spot checked before the paper drafts are due. I’ll also ask for a 1-2 page report on your progress on your project.

**Term Paper or Adaptation Drafts**
Term paper drafts or adaptation drafts will be due in class at a scheduled time before the final draft due date. Evernote lists of sources will also be due. These drafts must be relatively complete: they will both serve as homework grades (for bringing them, and for helping other students review theirs), and serve as a required part of the final paper turnin. Papers turned in without drafts reviewed in class will suffer a 5% penalty.

**Researched Paper**
The term paper is a 8-10 page paper. You may go over length if you feel it absolutely necessary, but eight full pages (MLA double-spaced, Times New Roman 12, 1 inch margins, not including the required Works Cited page) are absolutely required. In this rather brief paper, you will write an analysis of an adaptation pair (any book, short story, or play that has been turned into a film) coming up with a thesis and proving it through careful reference to the specifics of the text(s). You must use at least four good, relevant outside sources (listed on an Evernote notebook shared
with the instructor) to bolster your argument or to argue against. This paper must do much more than echo our discussion in class—and because of that, if you feel uninspired, it may be better do an adaptation pair we didn’t cover in class. You will be graded on your analysis, your writing skills, your ability to incorporate quotation and outside evidence, the care and correctness of your concepts and terminology, and your conformity to standards of grammar, punctuation, and format.

OR

Treatment / Partial Script and theoretical introduction
Students interested in scriptwriting may substitute the researched paper with a script (at least 4 scenes as appropriate) and treatment for an adaptation of a short story not previously adapted. You should also turn in a brief theoretical preface in MLA format, pointing out how you conceive of the relationship between the original work and your script, and providing a few A/B comparisons, pointing out the cleverness of your adaptation and your profound understanding of the original work and the theory and terminology we’ve worked with for the semester. You will also share an Evernote notebook with excellent, carefully chosen outside sources that will illuminate the original work and/or your approach. This assignment should show obvious work and understanding comparable with or greater than a 10 page researched paper.

Longer prompts and grading rubrics for all the major written assignments will be handed out in class well in advance of their due dates.

Important Dates

February 16: Brief paper: sources and a single scene
March 8: Midterm exam (online / take home, due by midnight)
March 10: Paper or Adaptation Proposal
April 26 (Tues.) – Evernote Annotations and 1 page status report on project / paper.
May 4 (Wed.) – Draft of Paper or Adaptation due (full draft)
May 6 (Fri.) – Final Draft of Paper or Adaptation
May 11 (Wed.) – Final Exam: 10:30-12:30

Reading Schedule

An extremely tentative topic schedule follows below. Expect the schedule to be tuned for reading and viewing speed, time available, and student interest. Daily work, quizzes, and other small assignments are not indicated here, and will be added as the course requires. The time required for each work is a very rough estimate at best, and may be pushed back. I will make an effort to keep the major deadlines in place, and they will never move forward. The daily posts on D2L will be the authoritative source for reading and homework assignments.

Week 1
T: Introduction, terminology intro.
R: Rashomon, theory essays, narratology terms

Week 2
T: Continue Rashomon
R: Begin discussing novel—The Big Sleep – Text, POV, tone, plot, masculinity

Week 3
T, R. Versions of The Big Sleep, theoretical and background info. Big Issues—Hollywood studio system, casting, auteur theory (Howard Hawks), gender roles, coherence and plot: Daily work
over issues and differences. Use Evernote to capture resources on these films and books and evaluate them.

**Week 4**
T—Begin discussion of novel, Portis’ *True Grit*–Genre and gender.

**Week 5**
T—*True Grit*, including promotional comic book. Due: Brief paper using interior description and outside sources carefully to speak about one issue of adaptation in *R*, *TBS*, or *TG*. 
R—Finish *TG*. Begin discussing novel, *Mrs. Dalloway*

**Week 6**
T—*Mrs. Dalloway*.
R.—*Mrs. Dalloway / The Hours*

**Week 7**
T: *The Hours*
R: *The Hours*

**Week 8:**
R: *PB*, Proposal and preliminary list of sources for term paper.

**Week 9:**
Spring Break—Woo!

**Week 10:**
T *PB*
R: Easter Break

**Week 11:**
T: Guest lecture
R: Guest lecture

**Week 12:**
*Howl’s Moving Castle*

**Week 13:**
T-*HMC*: Authors, priority, and linked campaigns / products
R-*The Virgin Suicides*

**Week 14:**
*TVS*

**Week 15:**
T: *TVS*, possible play Due: Annotated Evernote files for projects, 1 page status report.
R: Play or catchup.

**Week 16:**
Play adaptation or catch-up
T: *Workshop projects*
R: Projects come in—brief discussion of them, prep for take-home exam

**Final Exam:** Wednesday, May 11, 10:30-12:30