

**LIT 200: Film Adaptation**

Fall 2015

Section 3

T 2:30 pm- 4:20 pm

Liberty Station 203

Dr. James Wicks

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Extension: 2590

Office: BAC 125

Office Hours: See Canvas

**Catalog Description**

An analysis and study of major representative examples of cinema and its relationship to literature.

**Required Texts**

Hansberry, Lorraine. *A Raisin in the Sun: A Drama in Three Acts*. New York: Random House, 1959. Print.  
*A Raisin in the Sun* (Petrie, 1961)

Cobb, Humphrey. *Paths of Glory*. New York: The Viking press, 1935. Print.  
*Paths of Glory* (Kubrick, 1957)

Hammett, Dashiell. *The Maltese Falcon*. New York: Vintage Books, 1992. Print.  
*Maltese Falcon* (Huston, 1941)

Satrapi, Marjane. *Persepolis*. New York: Pantheon Books, 2003. Print.  
<http://www.amazon.com/Persepolis-Story-Childhood-Marjane-Satrapi/dp/0375422307>  
*Persepolis* (Paronnaud & Satrapi, 2007)

Wiseman, Rosalind. *Queen Bees & Wannabes: Helping Your Daughter Survive Cliques, Gossip, Boyfriends, and Other Realities of Adolescence*. New York: Crown Publishers, 2002. Print.  
*Mean Girls* (Waters, 2004)

Lewis, CS. *A Grief Observed*. New York: Seabury Press, 1961. Print.  
*Shadowlands* (Stone, 1985)

*Various handouts distributed by the professor.*

**General Education Learning Outcomes (GELOs)****Learning: Informed by our Faith in Christ***Students will:*

- Demonstrate effective written and oral communication skills, both as individuals and in groups;
- Use quantitative analysis, qualitative analysis, and logic skills to address questions and solve problems; and
- Demonstrate the effective and responsible use of information from a variety of sources.

**Growing: In a Christ-Centered Faith Community***Students will:*

- Examine the complexity of systems in the light of the reconciling work of God in Christ; and
- Demonstrate a respect for the relationships within and across diverse communities.

**Serving: In a Context of Christian Faith**

*Students will:*

- Engage in acts of devotion and works of mercy informed by the Christian scriptures and tradition, rooted in local congregations, and expressed as love of God and neighbor.

**Course Learning Outcomes***Students will be able to:*

1. Closely read (comprehension, analysis) and critically analyze (analysis) texts in their original languages and/or in translation.
2. Recall (knowledge), identify (knowledge), and use (application) fundamental concepts of literary study to read and discuss texts
  - a. Standard literary terminology
  - b. Modes/genres of literature
  - c. Elements of literary genres
  - d. Literary periods (dates, writers, characteristics, and important developments)
  - e. Extra-literary research
3. Connect (synthesis,) the works with their own lives and with the social, cultural, and historical contexts of the works and their authors.

**PLNU Mission: To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**Course Policies and Requirements**

**Attendance:** *Attendance is required. Missing class for other than medical emergencies or excused absences will affect your grade, as per the University Catalog.* Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member has the option of filing a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of W or WF consistent with university policy in the grading section of the catalog. See [Academic Policies](#) in the (undergrad/graduate as appropriate) academic catalog.

**Class Preparation:** All assignments must be completed prior to the assigned due date and time. Some assignments will be discussed in class while others will be completed individually but not discussed.

**Class Participation:** *Regular* contributions to class discussion are expected, including but not restricted to discussions of weekly readings, related experiential exercises, and open dialogue. Despite the size of the class, I want everyone to feel compelled to share their thoughts on assigned readings. Enthusiastic and responsible participation in assigned group projects (in-class and outside of class) is expected of all.

**Late Paper Policy:** Be sure to hand in your assignment on time, or make a prior arrangement to submit the assignment before the assigned due date. Otherwise, a late submission will be penalized by one letter grade if handed in after the due date and time, and by an additional letter grade for each day late following the assignment due date. Unless pre-arranged, assignments more than a week late will not be graded.

**E-Mail:** Please use e-mail for simple, logistical questions or clarifications. Write: "LIT 200" in the subject line. Allow 24 hours/ 1 business day for a reply.

**Cell phones and computers:** may be used for classroom related activities only.

**Public Discourse:** Much of the work we will do in this class is cooperative, by nature of the class discussions and general feedback given to written work and/projects; thus you should think of all your writing and speaking for and in class as public, not private, discourse. By continuing in this class, you acknowledge that your work will be viewed by others in the class.

**Inclusive Language:** *Because the Literature, Journalism, and Modern Language department recognizes the power of language, all public language used in this course, including written and spoken discourse, will be inclusive. This standard is outlined by all major academic style guides, including MLA, APA, and Chicago, and is the norm in university-level work.* These academic style guides provide background information and good examples of how to maintain non-sexist language use in your writing.

**Academic Honesty/ Policy on Plagiarism:** Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See [Academic Policies](#) for further information.

**Academic Accommodations:** While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may request academic accommodations. At Point Loma Nazarene University, students must request that academic accommodations by filing documentation with the [Disability Resource Center](#) (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student. See [Academic Policies](#) in the (undergrad/graduate as appropriate) academic catalog.

**Final Examination:** *The published time for the final examination is one of the considerations when enrolling for a course. Students are expected to arrange their personal affairs to fit the examination schedule.* Successful completion of this class requires taking the final examination on its scheduled day. No requests for early examinations or alternative days will be approved.

**FERPA Policy:** In compliance with federal law, neither PLNU student ID nor social security number should be used in publicly posted grades or returned sets of assignments without student written permission. Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the "Information Release" section of the student portal. See [Academic Policies](#) in the (undergrad/graduate as appropriate) academic catalog.

**LJML Department Policies:** <http://www.pointloma.edu/experience/academics/schools-departments/department-literature-journalism-modern-languages/programs>

### Grading Scale

94-100	A
90-93	A-
88-89	B+
84-87	B
80-83	B-
78-79	C+
74-77	C
70-73	C-
60-69	D
0-59	F

### Grading

10%	class participation: contribute to class discussion and complete unannounced assignments
24%	literature responses
24%	film responses
12%	film terms
10%	midterm review
20%	final examination

### Assignment Descriptions

**All Canvas assignments must be submitted to** Canvas by **11:59pm** on assigned **due date**.

**Paper Format:** Papers must be written in MLA style, typed, and double-spaced. Submit assignments in black ink on 8.5"x11" white paper. Use a non-decorative 12-point font, such as Times New Roman, and use 1" margins, .75" at the bottom. Do not include title pages. Include page numbers. Use the MLA website or current MLA style guide for style, grammar, format and citation issues.

#### **Literature Responses // write 6, 4 points each**

**Objective:** Type your response to five (5) questions regarding the assigned reading.

**Form:** The total word count must be 700-800 words (yes: including the questions). Cite page numbers from our text to support your point of view. No outside sources.

#### **Film Responses // write 6, 4 points each**

**Objective:** Type your response to the assigned film in the following way: first, rate and describe the film on a scale of 1-10 (10 being the best, 1 being the worst) and second, rate and describe the quality of the adaptation on a scale from 1-10 by comparing and contrasting the differences between the literary text and filmic text.

**Form:** Use template on Canvas. 525-700 words. Word count strictly enforced. No outside sources.

#### **Film Terms // write 6, 2 points each**

**Objective:** Provide definitions for assigned terms.

**Form:** Use template on Canvas. Formally cite outside sources with an MLA works cited page.

### **Midterm Review**

**Objective:** Use relevant examples from the lectures, readings, and films to respond to questions that take into account the content of the course.

**Form:** *Outside of class*, open-note/book review includes one section of film terminology, and one section including essay questions.

### **Final Examination**

**Objective:** Use relevant examples from the lectures, readings, and films to respond to questions that take into account the content of the course.

**Form:** In-class, comprehensive, closed-note/book examination includes one section of film terminology, and one section including essay questions.

#### **Evaluation of Papers and Quiz/ Exam/ Essay Questions**

The following questions will be considered when papers are evaluated and graded. All questions may not be relevant to each assignment.

- Does the paper fulfill the assignment objective?
- Does the paper make an argument?
- Is the claim clear and plausible? Is it stated and contextualized effectively?
- Is there sufficient and relevant evidence to ground the claim?
- Does the paper effectively select and use material from the course readings to support and validate the analysis? Does it summarize, paraphrase, and quote effectively?
- Does the paper use all relevant details from the readings both to support the claim and to provide a context for the case being made? Does it ignore material that should be taken into account?
- Does the paper demonstrate an awareness of how the argument being proposed fits into the larger set of claims made about the topic in our course readings?
- Does the paper work through the complexities of the material (as opposed to oversimplifying or overgeneralizing)?
- Is the paper well organized?
- Does it cite material from the sources using MLA documentation style?
- Are there sentence structure problems or grammatical errors that interfere with the meaning?

#### **Evaluation Standards**

- An “A” essay demonstrates excellent work. It has something to say and says it well. It develops its argument clearly and consistently, demonstrating a complex understanding of the assignment, and does so using varied sentence structure. It often rises above other essays with particular instances of creative or analytical sophistication. There may be only minor and/or occasional grammatical errors.
- A “B” essay demonstrates good work. It establishes a clear claim and pursues it consistently, demonstrating a good understanding of the assignment. There may be some mechanical difficulties,

but not so many as to impair the clear development of the main argument. While a “B” essay is in many ways successful, it lacks the originality and/or sophistication of an “A” essay.

- A “C” essay demonstrates adequate work. It establishes an adequate grasp of the assignment and argues a central claim. In addition, the argument may rely on unsupported generalizations or insufficiently developed ideas. It may also contain grammatical errors.
- Work that earns a grade of “D” or “F” is often characterized by the following problems: it fails to demonstrate an adequate understanding of the assignment; it fails to articulate an adequate argument; and/or it contains significant grammatical problems.

### Course Schedule Subject to Change

<b>Week</b>	<b>Date</b>	<b>Schedule</b>	<b>Assignment Due</b>
2	9/8	Introduction to the course	F 9/11: Film Terms 1
3	9/15	<b>Lecture:</b> <i>A Raisin in the Sun</i> , Hansberry	M 9/14: Literature Response F 9/18: Film Terms 2
4	9/22	<b>Film:</b> <i>A Raisin in the Sun</i> (Petrie, 1961)	R 9/24: Film Response
5	9/29	<b>Lecture:</b> <i>Paths of Glory</i> , Humphrey Cobb	M 9/28: Literature Response F 10/2: Film Terms 3
6	10/6	<b>Film:</b> <i>Paths of Glory</i> (Kubrick, 1957)	R 10/8: Film Response
7	10/13	<b>Lecture:</b> <i>Maltese Falcon</i> , Dashiell Hammett	M 10/12: Literature Response
8	10/20	<b>Film:</b> <i>Maltese Falcon</i> (Huston, 1941)	R 10/22: Film Response
9	10/27	<b>Midterm Review</b> (submit to Canvas)	
10	11/3	<b>Lecture:</b> <i>Persepolis</i> , Marjane Satrapi	M 11/2: Literature Response F 11/6: Film Terms 4
11	11/10	<b>Film:</b> <i>Persepolis</i> (Paronnaud & Satrapi, 2007)	R 11/12: Film Response
12	11/17	<b>Lecture:</b> <i>Queen Bees and Wannabes</i> , Wiseman	M 11/16: Literature Response F 11/20: Film Terms 5
13	11/24	<b>Film:</b> <i>Mean Girls</i> (Waters, 2004) -- watch it on your own in the library: <u>note film response due date</u> --	T 11/24: Film Response
14	12/1	<b>Lecture:</b> <i>A Grief Observed</i> , C.S. Lewis	M 11/30: Literature Response F 12/4: Film Terms 6
15	12/8	<b>Film:</b> <i>Shadowlands</i> (Stone, 1985)	R 12/10: Film Response
<b>Final Exam:</b> Tuesday, December 15th			