

Spring 2013
English 240 – Film and Literature
Instructor: Carolyn Daly. PhD
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Office Location: Instructional Building, Office #13

Office Hours: Mon. 10:30 am – 12:00 pm and 6:45 pm – 7:15 pm;
Weds. 9:40 am - 12:10 pm and 6:45 pm – 7:15 pm;

Syllabus

Course Description

This is a course developing critical thinking, reading, and writing skills using literature and motion pictures as subject matter. Emphasis is placed on a comparison and contrast of literature to motion pictures.

At the end of English 240, the student will be able to:		Method of Assessment
SLO#1	Analyze literary works using literary terms to dissect plot, theme and characters.	Essay: The production of an essay in response to a writing prompt
SLO#2	Analyze and discuss films identifying techniques that convey plot, theme and characters.	Essay: The production of an essay in response to a writing prompt
SLO#3	Compare and contrast films and books showing deductive and inductive reasoning skills.	Essay: The production of an essay in response to a writing prompt

Required Texts/Materials:

- 1) Desmond, John and Peter Hawke. *Adaptation Studying Film & Literature*
- 2.) *God of Carnage* (a 2006 play by Yasmina Reza)
- 3.) *Ghost World* (1997) by Daniel Clowes
- 4.) A reader available at LAMC bookstore
- 5.) Two 2-pocket folders for submitting papers/exams (class color will be assigned)

Method of Instruction:

Brief lectures, class and small group discussions, take-home exams. Each day class will begin with a brief quiz on the assigned short story. Once the quiz has been collected, there will not be any make-up. No extra time will be allotted to students who arrive late to class. Be on time!

Calendar of Readings & Films

Western:

2/11 "Stage to Lordsburg" 1937 / *Stagecoach* 1939
(in *Adaptations*, pp. 1-17)
<http://thenostalgialeague.com/olmag/haycox.html>

2/18 (*Holiday* –no class) (in *Adaptations* pp. 18-33; in Reader: "Adaptation Studies at a Crossroads")

2/25 "This Is What It Means to Say Phoenix, Arizona" 1993 / *Smoke Signals* 1998
(in *Adaptations*, pp.34 -49)
Paper One and Two Assigned (due 3/11 and 4/22)

Suspense/Film Noir:

3/4 "Maltese Falcon" 1930 / *Maltese Falcon* 1941 (in *Adaptations*. pp. 50 – 82;
FYI: novel's 1st chapter and portion of script is included in this reading)

3/11 "The Killers" 1927/ *The Killers* 1946 (in *Adaptations*, pp. 127 - 132; 151-153)
Paper One due

3/18 "Memento Mori" 2001 / *Memento* 2000
(in *Adaptations*, pp. 137 -153; Nolan's story is included in this reading);
Proposal for Research Paper/Project due today (typed)

Horror:

3/25 "Herbert West—Reanimator: Six Shots by Moonlight" 1922 / *Reanimator* 1985
(Take-Home Midterm-due 4/8)

Spring Break:

3/29 – 4/05 (no class)
(in *Adaptations*, pp. 83 -100;
Research Paper/Project Bibliography due next week

4/8 "The Fly" 1958 / *The Fly* 1986 (**Midterm due**)
Research Paper/Project Bibliography due today

Theatrical Adaptation:

4/15 *God of Carnage* 2006/ *Carnage* 2011 (purchase book in LAMC bookstore)
(in *Adaptations*, pp. 158 – 183; you can skim portion on Soldier's Story)

Graphic Novel:

4/22 *Ghost World* 1997 / *Ghost World* 2001 (purchase book in LAMC bookstore)
(in *Adaptations*, pp. 100 - 126);
Paper Two due

Comedy/Drama:

4/29 "Baster" 1996 / *The Switch* 2010

5/6 "Why Don't You Dance?" 1981 / *Everything Must Go* 2011

Drama:

5/13 "The Swimmer" 1964 / *The Swimmer* 1968 (in *Adaptations*, pp. 133 -137)

Novel/Student Presentations on a Novel Adaptation:

5/20 Students will pick an approved novel that has been adapted into film and make a formal presentation to the class on May 20th. No make-ups will be allowed.

Novel/Student Presentations on a Novel Adaptation (continued):

6/3 Take-Home Final Exam due by beginning of class today.

Written Work:

- Two (2), MLA-styled, **short papers** (3-4 pages min.) Prompts will be handed out in class.
- A **research paper/project** on an approved novel that has been adapted into film

Option A: a longer MLA-styled paper (9-10 pages with min. of 3 scholarly sources) and a simple but formal presentation to the class on 5/20.

Option B: a Creative Project (ex. website, documentary-style film, sophisticated PowerPoint/KeyNote presentation) with a research paper (3-4 pages). The creative project will be formally presented to the class on 5/20.

Also, weekly homework assignments which must typed and submitted to me at the beginning of class. Late submission (after class has begun or after class) will **not** be given credit.

Oral Presentation:

All students will make a 5 -10 minute presentation on their research paper/project on May 20th (our last class).

Quizzes/Exams:

Weekly quiz on the assigned reading (literature and textbook) during first 5 minutes of class.

Again, once the quiz has been collected, there will not be any make-up. No extra time will be allotted to students who arrive late to class. Be on time!

Midterm and Final Exam: Take-Home

Students will have one week to complete the take-home exam. The students should work independently on the exam and use MLA style documentation to cite any sources that are quoted or paraphrased from secondary sources. The responses should be typed, stapled, and clearly labeled.

Graded Breakdown of Assignments:

2 short papers (3-4 pp)	20%
Research paper/project and presentation (see above)	25%
Preparation and Participation	15%
Homework/quizzes (weekly)	20%
Midterm	10%
Final Exam	10%

Web Components of Eng 102:

MOODLE: Much of the course material will be posted on our Moodle site. Please go to moodle.lamission.edu and locate this section of Eng 102 under "Spring 2012 On Campus Courses."

Grading Policy

Papers that are submitted for grading should be free of substantial grammatical errors. I will correct the grammar in the first essay. For all subsequent essays, if there are more than three grammatical and/or style errors, and more than two errors in any given paragraph, the essay will be returned to the student for revision. (Each revision will lower the student's grade by half a mark (ex.: from "B" to a "B-").

There are workshops, tutoring, and online exercises for students who need to refresh their grammar, MLA, or other writing skills. Please ask me about these resources so that you can succeed in this course.

Final drafts of essays will be evaluated on the following criteria:

**Content and development: Controlling idea, specific support, coherence*

**Expression: Sentence structure and variety, precise word choices*

**Organization: Clear and meaningful thesis, transitions, and overall unity*

**Grammar, mechanics and usage: Standard written English, punctuation, spelling, meaningful title, and identifying of sources*

A (excellent): This paper demonstrates strength in all of the evaluation criteria listed above. It has a compelling, original, and thoughtful main point that is supported by accurate details, examples, and explanations. The paper is easy to follow because it is clearly organized and has transitional markers. In addition, precise and lively word choices are combined into balanced, clear sentences. There are few, if any, deviations from standard usage, grammar, and mechanics.

B (good): This paper is strong in all of the evaluation criteria, but is weaker than the A paper in the quality of the main point, development, diction, and sentence variety. It has few, if any, errors of usage, grammar, and mechanics.

C (adequate): This paper is clearly organized around a main idea but may not be as fully developed as an A or B essay. Typically, expression is clear and sentences are correct, but they may lack variety. Errors in grammar, usage, and mechanics are infrequent.

D (inadequate): This essay does not meet the criteria listed for the assignment. Usually, no organizational pattern is evident, or the main point and development are too general to be effective. Sentence-level problems (comma splices, run-ons, fragments), incorrect word choices, or errors of punctuation, usage, spelling, and mechanics lower the grade.

F (failing): This paper is unacceptable. It is off the topic, plagiarized, or unintelligible.

Plagiarism: This is the serious ethical violation of presenting other people's words or ideas as your own, including material on the Internet (see a handbook for further definition and how to avoid it). Plagiarism and other forms of cheating can result in a failing grade on examinations and papers and, in some instances (notably, the research essay and final examination), a failing grade for the course.

Conduct:

- No cellphones will be allowed on the desk or permission must be given to use a computer in the classroom for note-taking purposes. (Dictionaries cannot be digital.)

-After one warning regarding texting/cellphone use, student will be dismissed from class and will be marked absent;

-As a courtesy, hoodies and sunglasses should be removed during class;

-Students will refrain from using profanity;

-Matters regarding grades or personal issues must be addressed during my office hours.