ENGLISH 271 WI – INTRODUCTION TO LITERATURE: GENRE (3 credits)
The Art of Adaptation: Fiction to Film
Hybrid (CRN 60227)

INSTRUCTOR: Desi Poteet  E-MAIL: poteetd@hawaii.edu
OFFICE: 'Ākoakoa 237  PHONE: 236-9188
OFFICE HOURS: MW 11:30 – 12:30, W 4 – 5, and by appointment
EFFECTIVE DATE: Spring 2019

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

'O keia ka wā kūpono e ho'onui ai ka 'ike me ka ho'omaopopo i kō Hawai'i mau ho'oilina wagaiwai. Aia nō ho'i ma ke Kulanui Kaiāulu o ke Ko'olau nā papahana hou o nā 'ike 'akeakamai a me nā hana no'eau. Me ke kuleana ko'i'ko'i e ho'ohiki ke Kulanui e kākō'o a e ho'okumu i ala e hiki kē kōkua i ka ho'onui 'ike a nā kānaka maoli. Na mākou nō e ho'olako, kākō'o a paipai i nā Ko'olau a kō O'ahu a'e me nā hana no'eau ākea, ka ho'ona'aauo 'oihana a me ka ho'onui 'ike ma ke kaiāulu — hō'a'ano a e ho'oulu i nā haumāna i ka po'okela.

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai'i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide the Ko'olau region of O'ahu and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

CATALOG DESCRIPTION

Introduction to Literature: Genre (3 credits); DL
This course introduces students to the study of significant works of literature in selected genres. Emphasis is on discussion of and writing about characteristics and themes of the works.

A student may enroll in this course more than one time (for different genres); however, only three credits will be applied toward degree. (3 hours lecture)
Pre-requisite: A grade of “C” or better in ENG 100.

This course satisfies one of the Arts and Humanities requirements (DL) and fulfills three of the six writing intensive credits needed for the Associate in Arts degree.

STUDENT LEARNING OUTCOMES

The student learning outcomes for English 271 are:
1  Use concepts and terminology particular to literary study to analyze and interpret imaginative literary works orally and in writing.
2  Respond to a work of literature as an expression of a culture’s values and compare those with the student’s own.
3  Enjoy a more creative, enlightened, and fulfilled life through an appreciation of literature’s social, cultural, political, and philosophical themes and techniques.
4  Exhibit knowledge about selected writers and their characteristic themes and techniques.
Welcome to English 271!

Our classroom is a collaborative learning community. We each bring to this classroom a unique and valuable set of life experiences. We can learn from one another and in the process discover who we are… who we are still becoming. **In order for us to take advantage of this exciting opportunity to discover, learn, and evolve, we must create an environment in which we respect, celebrate, and support our differences.**

**ONLINE COURSE EXPECTATIONS**

English 271 is a hybrid course. We will meet once a week in person, and we will use Laulima, an online educational program, to access resources and post work. Students must have basic computer literacy and a University of Hawaiʻi ID and password to access Laulima and join class activities.

This hybrid class involves discussions, group work, and other forms of participation throughout the semester. Full participation in all activities will have a positive impact on your writing performance and progress.

The flexible nature of online coursework requires self-discipline and responsibility. The following description of “online learners” was developed by Foothill College in California. Online learning is ideal for individuals who…

- are self-motivated.
- are self-directed learners.
- are good readers.
- do not procrastinate.
- prefer an individualized mode of learning.
- do not need the stimulation of a traditional class.
- are excited by and fairly comfortable with technology.

Other requirements:

- Ability to access the course for a **minimum of 10 hours a week**.
- Motivation to adapt to a non-traditional learning environment.

**ONLINE COURSE SUCCESS**
In this class, to be self-motivated and self-directed (and successful), you should:
1. Carefully review and annotate this syllabus, indicating anything you have questions about.
2. Review the weekly assignments schedule and schedule your time responsibly.
3. Familiarize yourself with our Laulima class site. I will continue to add valuable resources, which I will note in ANNOUNCEMENTS or mention in class.
4. Complete all assignments on time.
5. Study examples, whenever provided, and follow the best practices modeled.
6. Post questions to the “Questions” forum, which provides an opportunity for you to reach out to your peers for support or clarification.
7. Help one another by replying to the posted questions. You will learn more from answering your peers’ questions than from reading and studying in isolation. I will check in and offer comments, as needed.
8. E-mail or call me: (poteetd@hawaii.edu). For fastest response, please use my cell phone number, which I will share in our first class. I am here to support you.
9. Throughout the semester, please feel free to see me in person. My office is located above the WCC Bookstore.

**HALLMARKS OF WRITING INTENSIVE COURSES**

1. **The course uses writing to promote the learning of course materials.** Instructors assign formal and informal writing, both in class and out, to increase students' understanding of course material as well as to improve writing skills.
2. **The course provides interaction between teacher and students while students do assigned writing.** Individual conferences are mandatory for WI courses at WCC.
3. **Writing contributes significantly to each student's course grade.** Writing assignments must make up at least 40% of each student's course grade.
4. **The course requires students to do a substantial amount of writing—a minimum of 4000 words, or about 16 pages.** Depending on the course content, students may write analytic essays, critical reviews, journals, lab reports, research reports, or reaction papers, etc. In-class exams and drafts are not counted toward the 4000-word minimum.
5. To allow for meaningful professor-student interaction on each student's writing, the class is restricted to 20 students.

**REQUIRED TEXTS & FILMS; USEFUL RESOURCES**

**READING ASSIGNMENTS:**
Our reading assignments are located under the RESOURCES tab.

**FILM ASSIGNMENTS:**
*See selected films on your assignment and calendar handout.*
Plan ahead to watch assigned films independently through Netflix, Amazon, WCC Library, or prior arrangement with me, etc.

**USEFUL INTERNET RESOURCES:**
- [www.imdb.com/](http://www.imdb.com/) good information about films, screenwriters, actors, directors, producers, etc.
- [http://www.imsdb.com/](http://www.imsdb.com/) good resource for scripts

“Why do writers write? Because it isn’t there.”
Thomas Berger
When we discuss stories and films we’ve read and watched, we often forget how challenging it is for a writer to face the blank page. So, we will begin the semester by reading *The War of Art* and watching the movie *Adaptation*. *The War of Art*, by Steven Pressfield, offers interesting ideas about the process and challenges of creating art and accomplishing goals. (This text will be the basis of discussions throughout the semester, and it will provide you with a point of reference for your final reflection essay.) *Adaptation*, directed by Spike Jonze, written by Charlie Kaufman and Donald Kaufman, and based on *The Orchid Thief*, a novel by Susan Orlean, allows us a comedic glimpse into the challenges a screenwriter faces when attempting to write an adaptation.

Armed with this new awareness about the joys and perils of the creative process, we will be studying selected texts and their corresponding films. For each text and film you will be taking careful notes to prepare you for meaningful class discussions online. In addition, we will explore the texts and films using a number of different assignments, including Reader/Viewer Responses, Linear Time Map, Character/Event Map, etc. which will help you develop a strategy to study, analyze, and understand the texts and films we cover.

To give you a first-hand experience—the highs and lows—of what writers, even award-winning ones like Charlie Kaufman, go through, you will also be writing original short fictions based on the work we study. And, you’ll write about your creative process in a final essay.

Each of you also will have an opportunity to earn bonus points by producing work worthy to be published on the Reflections WCC blog site. Choose to review either a text from the list provided or an Academy Award winning screenplay adaptation of a film from 1972-1999. In addition, the Hero’s Journey, Fan Fiction, and Reflection (based on your insights about your creative process) are eligible for submission. Here’s the blog site: [https://reflectionswcc.wordpress.com/](https://reflectionswcc.wordpress.com/)

Throughout the semester we will be analyzing the texts and films using concepts from Syd Field’s *Screenplay*, Christopher Vogler’s *The Writer’s Journey*, and Blake Snyder’s *Save the Cat*. We will expand our literary knowledge base by growing and mastering vocabulary and studying concepts associated with text and film. You will be able to use these concepts when writing your Reader/Viewer Responses and essays. And since this is a writing intensive class, the emphasis will be on deploying and improving our writing skills.

While it is impossible to include every text and film I want to for this semester’s class, I believe the selected texts and films will provoke lively discussions and expand our views of the world around us, deepening our appreciation of the rich tapestry of human existence.

> “Most of us have two lives. The life we live, and the unlived life within us. Between the two stands Resistance.”
> Steven Pressfield from *The War of Art*
You are responsible for your final grade. It will be based on: the quality and timely completion of assignments, class participation, and insightful work. I reserve the option of modifying assignments and due dates to benefit and support the learning needs of our class community.

Assignments that do not meet minimal proficiency must be redone to earn passing credit.

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<tr>
<th>REQUIRED</th>
<th>PAGE LENGTH</th>
<th>AVAILABLE POINTS</th>
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<tbody>
<tr>
<td>Introduction/Responses</td>
<td>Discussion Board</td>
<td>20</td>
</tr>
<tr>
<td>Film Recommendations</td>
<td>Discussion Board</td>
<td>20</td>
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<tr>
<td>Notes on texts and films</td>
<td>Variable</td>
<td>120</td>
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<tr>
<td>(12 @ 10 points available for each)</td>
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<tr>
<td>Reader/Viewer Responses</td>
<td>2 pp per response</td>
<td>150</td>
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<td>6 @ 25 points each)</td>
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<tr>
<td>Hero’s Journey</td>
<td>4-5 pp</td>
<td>50</td>
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<tr>
<td>(4 Letters/4 Journal Entries)</td>
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<tr>
<td>Fan Fiction</td>
<td>4-5 pp</td>
<td>50</td>
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<tr>
<td>(prequel, sequel, different character’s POV)</td>
<td></td>
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<tr>
<td>Reflection Essay</td>
<td>4-5 pp</td>
<td>50</td>
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| PROJECTS                  |                 |                  |
| Linear Time Map or Character/Event Map | N/A             | 20               |
| Group Game                | N/A             | 20               |

**OPPORTUNITIES TO EARN ADDITIONAL POINTS**

| Blog Selections (5 points each) | N/A | 20 |
| WCC Events (attendance & review) | 1-2 pp | 20 |

450+ points = A; 400-449 = B points; 350-399 = C points; 300-349 = D points; 299 and below = F

An “N” grade indicates that the student has worked conscientiously, attended regularly, finished all work, fulfilled course responsibilities, and has made measurable progress. However, either the student has not achieved the minimal student learning objectives and is not yet prepared to succeed at the next level, or the student has made consistent progress in the class but is unable to complete the class due to extenuating circumstances, such as major health, personal or family emergencies.

**Incomplete work will be returned to you and marked late.**

**Late Homework:**

If you run into a challenge, let me know before the assignment is due, and we’ll work out a strategy for success. Otherwise, assignments will be penalized for lateness as follows:

<table>
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<tr>
<th>Calendar Days Late</th>
<th>Value Lost</th>
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<td>1-2</td>
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<td>3-5</td>
<td>50%</td>
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<td>6 or more</td>
<td>100%</td>
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“You can approach the act of writing with nervousness, excitement, hopefulness, or even despair – the sense that you can never completely put on the page whatever’s in your mind and heart. You can come to the act with your fists clenched and your eyes narrowed, ready to kick ass and take down names. You can come to it because you want a girl to marry you or because you want to change the world. Come to it any way but lightly. Let me say it again: you must not come lightly to the blank page.”

Stephen King, *On Writing: A Memoir of the Craft*

**ADDITIONAL INFORMATION**

**CONTENT WARNING**

A college education provides you with a valuable opportunity to explore the world around you in new ways, broadening your life experiences. Literature, in particular, reflects the human condition in all its complexity, and sometimes literature contains content (profanity, violence, sexuality, etc.) that may offend you. If you would prefer not to expose yourself to these issues through readings, audio books, films, class discussions, then this may not be the class for you.

**Time Management—A Key to Success.** Many students attend school while balancing family and work responsibilities. In order to achieve success personally, professionally, and academically, successful time management is key. Make sure to calendar your academic responsibilities along with your family commitments, work schedule, and special events. Planning ahead will help you stay on track in completing assignments on time, while meeting other obligations in your life. In addition, set aside time to sleep, exercise, eat nutritious meals, and to engage in activities that relax and energize you.

**Attendance is Mandatory.** We only meet once a week, so please arrive to class on time. You are a valuable and valued member of our class! If you are sick, please SKYPE or Facetime in. Well behaved children are welcome to join us; bring an activity for them to focus on. **If you do miss a class, it is your responsibility to contact Desi and your class buddies to find out what you missed and what is due.** You will lose ___ points for every absence. Three late arrivals equal one absence. A total of ___ or more absences/late days will result in failure to pass the course. (We’ll discuss and agree on consequences as a class.)

**Communicating: E-mails & Calls.** Communicating with students is my top priority. Please check your hawaii.edu account daily. I will send e-mail announcements to that account. Please e-mail me from your UH e-mail address only, as this will help me to sort and manage my e-mails effectively.

Please write grammatically correct emails, using complete words and full sentences (no shorthand, such as “where r u now”). Start with a greeting (Aloha, Desi; Dear Desi; or Hi, Desi), and end with a signature (Thank you, Sincerely, etc. and your name). Get in the habit of writing professionally! Why? It’s good practice and prepares you for your future career.

Please allow for a 24-hour turn-around time on e-mails (i.e. if you have a question regarding an assignment due on Thursday, send your e-mail by Wednesday morning). I will periodically check my e-mails Monday-Friday 8 a.m. – 5 p.m., excluding holidays. **If I have not responded to your message in twenty-four hours, please e-mail me again.**

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Support. You are responsible for your own learning, and I encourage you to ask me questions about the class and assignments at any time. I am here to support your success.

Free tutoring is available through TRiO Student Support Services; request a tutor early. The contact number for the TRiO office is 235-7487.

The Writing Center located in the library provides you with supportive writing coaches.

MySuccess is an early alert system currently available for student support. If you seem to be struggling, I may refer you to this service.

WCC’s Mental and Wellness Office can provide support. Call: 235-7468.

Student Services counselors are also available to assist students with academic questions. Call 235-7413 to make an appointment.

Online Support is available at: manoa.hawaii.edu/ola/

Purdue Online Writing Lab is another great resource: https://owl.english.purdue.edu/owl/

Conferences. One of the requirements of a writing intensive class is for you to meet with me at least two times throughout the semester to discuss drafts of your work, in particular, the Hero’s Journey and Fan Fiction writing assignments. Make an appointment with me or stop by during my office hours. You are welcome to meet with me more often. Although we will be focusing on your writing assignments, I’m happy to spend time discussing other questions or concerns.

Title IX. Title IX prohibits discrimination on the basis of sex in education programs and activities that receive federal financial assistance. Specifically, Title IX prohibits sex discrimination; sexual harassment and gender-based harassment, including harassment based on actual or perceived sex, gender, sexual orientation, gender identity, or gender expression; sexual assault; sexual exploitation; domestic violence; dating violence; and stalking. For more information regarding your rights under Title IX, please visit: https://windward.hawaii.edu/title_IX/

Windward Community College is committed to the pursuit of equal education. If you or someone you know has experienced sex discrimination or gender-based violence, WCC has resources to support you. To speak with someone confidentially, contact the Mental Health & Wellness Office at (808) 235-7393 or Kaahu Alo, Designated Confidential Advocate for Students, at (808) 235-7354 or kaahualo@hawaii.edu. To make a formal report, contact the Title IX Coordinator, Karla K. Silva-Park, at (808) 235-7468 or karlas@hawaii.edu

Academic Integrity. Work submitted by a student must be the student’s own work. The work of others should be explicitly marked, such as through use of quotes or summarizing with reference to the original author.

Students can upload papers to http://www.TurnItIn.com to have papers checked for authenticity, highlighting where the paper potentially fails to appropriately reference sources.

In this class, students who commit academic dishonesty, cheating or plagiarism will have the following consequence(s): Students will receive a failing grade for plagiarized assignments.

All cases of academic dishonesty are referred to the Vice Chancellor for Student Affairs.
**Alternate Contact Information.** If you are unable to contact the instructor, have questions that your instructor cannot answer, or for any other issues, please contact the Academic Affairs Office:
Location: Alaka‘i 121
Phone: 235-7422
Email: wccaa@hawaii.edu

**Disabilities Accommodation Statement.** If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Dr. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale ’Ākoakoa 213 for more information.
COURSE POLICIES CONTRACT

I have read through and reviewed the entire English 271 syllabus. By signing this document, I acknowledge not only that I understand the policies and requirements of this course, but also that I understand the consequences of not following these policies.

Signed: ___________________________  ___________________________
        (signature)                                        (date)

                                 ___________________________
        (print name)

QUESTIONNAIRE

Preferred Name ___________________________

Preferred Phone ___________________________

1. What do you hope this course will teach you? What are your goals in this class?

2. How can I help you meet these goals?

3. What do you intend to do to meet them?

4. What grade would you be satisfied with in this course? Why?

5. What else would you like me to know about you?