

**ENGLISH 271 WI – INTRODUCTION TO LITERATURE: GENRE (3 credits)**  
**The Art of Adaptation: Fiction to Film**  
**TTH: 1:00-2:15 in Pālanakila 212 (CRN 60291)**

**INSTRUCTOR:** Desi Poteet      **E-MAIL:** poteetd@hawaii.edu  
**OFFICE:** 'Ākoakoa 237      **PHONE:** 236-9188  
**OFFICE HOURS:** MW 1:00 – 2:00; TTH 10:00 – 11:00 and by appointment  
**EFFECTIVE DATE:** Fall 2015

**WINDWARD COMMUNITY COLLEGE MISSION STATEMENT**

*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 O'ahu's Ko'olau region 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.

**REQUIREMENTS THIS COURSE SATISFIES**

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.

**RECOMMENDED BASIC SKILL LEVEL AND TIME COMMITMENT**

Ability to: arrive in class on time and prepared for discussions; carefully read texts and view films; and write papers that contain and follow a clear thesis statement.

Expect to dedicate two to three hours of study time **per** class to: read and analyze assigned texts, view and analyze assigned films, write assigned papers, and complete other class assignments.

**STUDENT LEARNING OUTCOMES (SLO)**

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!

### 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

Harrison, Stephanie (editor). *Adaptations: From Short Story to Big Screen – 35 Great Stories That Have Inspired Great Films* (Available at WCC Bookstore and online.)

Pressfield, Steven. *The War of Art*. (Available in paperback, audio, and Kindle online.)

Various handouts distributed in class and posted on our Laulima Class Web Site.

#### FILMS:

*See selected films on your assignment and calendar handout.*

(Plan ahead to watch these films independently through Netflix, Amazon, WCC Library, or prior arrangement with me, etc.)

#### USEFUL INTERNET RESOURCES:

[www.imdb.com/](http://www.imdb.com/)

<http://www.imsdb.com/>

<http://www.screenwritingu.com/>

“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*

## COURSE DESCRIPTION

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 from Harrison’s *Adaptations* and their corresponding films. For each text and film you will be taking careful notes to prepare you for meaningful class discussions. 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, RR Game, which will help you develop a strategy to study, analyze, and understand the texts and films we cover.

Each of you also will be creating three short pieces to publish on our blog. One will be based on a text you select from Harrison’s *Adaptations*, one will be based on an Academy Award winning screenplay adaptation of a film from 1972-1999, and one will be based on your insights about your creative process. Here’s the blog site: <https://reflectionswwc.wordpress.com/>

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.

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.

“Why do writers write? Because it isn’t there.”  
Thomas Berger

## ASSESSMENT TASKS AND GRADING

You are responsible for your final grade. It will be based on: the quality and timely completion of assignments, insightful work, and class attendance and participation. Work is due by 1 p.m. at the beginning of class. Late work will lose 10% of the points awarded for EACH day it is late.

***Required: Attendance and Participation and All Assignments Completed. Assignments that do not meet minimal proficiency must be redone to receive passing credit.***

REQUIRED	AVAILABLE POINTS
Notes on texts and films (12 @ 15 points each)	180
Reader/Viewer Responses (6 @ 25 points each)	150
Blog (3 @ 25)	75
Linear Time Map	35
Character/Event Map	35
RR Game	35
Hero’s Journey (4 Letters/4 Journal Entries)	100
Fan Fiction	100
Reflection Essay	100
Writing Workshops 6 @ 25 points each	150
Final Exam	40

### **Attendance is required**

**(subtract points per tardy and absence. 7+ absences result in failure to pass course.)**

OPTIONAL—EXTRA CREDIT	AVAILABLE POINTS
<b>WCC Events</b> (attendance/review) 2 @ 15 points (Ho`olaulea, theatre productions, art show openings, etc.)	30
Notes on <i>Adaptation</i>	15

900+ points = A; 800-899 = B points; 700-799 = C points; 600-699 = D points; 599 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.

“Most of us have two lives.  
The life we live, and the unlive life within us.  
Between the two stands Resistance.”  
Steven Pressfield from *The War of Art*

## ADDITIONAL INFORMATION

### ATTENDANCE

**Late arrivals disrupt the class, so please be on time. Three (3) tardy arrivals (10 minutes or more) equal one absence. Attendance is MANDATORY. You will lose 25 points per absence.** If you do miss a class, it is YOUR responsibility to contact your classmates to find out what you missed and what you need to do to prepare for the next class. **A total of seven or more (7+) absences/tardy arrivals will result in failure to pass the course.**

### CLASSROOM ETIQUETTE

***Mutual respect – at all times. No exceptions.***

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.**

**To minimize distractions, please turn off and put away your cell phones and other electronic devices. Also, please no eating or drinking in class.**

### CONFERENCES

You are required to meet with me at least **two times** throughout the semester to discuss drafts of your writing assignments. Make an appointment with me or stop by during my office hours.

### 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.

### 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 Ann Lemke, the Disability Specialist Counselor, to discuss reasonable accommodations that will help you succeed in this class. Dr. Lemke can be reached at 235-7448, [lemke@hawaii.edu](mailto:lemke@hawaii.edu), or you may stop by Hale 'Ākoakoa 213 for more information.

### PLAGIARISM

**Plagiarism will not be tolerated. All sources used in your papers must be properly cited according to MLA format. If in doubt, see me prior to turning in your paper.**

## 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?