

ENGL 3339-110 - Literature and Film

Texas A&M University-Central Texas - Spring 2023

COURSE DATES: 1/17 - 5/12/2023

Instructor: Charles R. Hamilton, Ph.D.

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Email: c.hamilton@tamuct.edu but please use CANVAS email for all communications.

Modality: *This is a 100% online course and uses the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com/].*

Student-instructor interaction: Messages sent through TAMUCT email at any time will be answered within 24 hours, seven days a week

Emergency Warning System for Texas A&M University-Central Texas

SAFEZONE. SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
 - o [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
 - o [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp) [https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

For updates on COVID information, please monitor the University [website](https://www.tamuct.edu/covid19/) [https://www.tamuct.edu/covid19/]

COURSE INFORMATION

Lectures & Discussions:

Lectures and discussions will feature the films chosen for study, as well as readings from both texts and assigned readings from web sources.

Course Overview and description

ENGL 3339 - Literature and Film: This course is designed to improve academic analysis of short story, film content, and adaptation. A research paper is required. Students will read and write expository prose with an emphasis on the adaptation of short story to film. Course assignments may incorporate summary, analysis, and criticism of texts; exercises in effective argument and analysis; and the study and application of theoretical and rhetorical approaches to the study of film and literature. Students will analyze a selected short story of their choice and its adapted film version for the production of individual research papers. Students will also be required to read and research the short stories I have chosen and participate in online discussions and short weekly reflection papers.

REQUIREMENTS for the RESEARCH PAPER

A research paper is required for this class. The paper will be 5-7 pages, typed in MLA or APA format, and submitted online no later than the end of Week 16. You should have at least five (5) sources on your Works Cited/References page and included in in-text citations.

Essays must be typewritten in Microsoft Word format following MLA/APA style guidelines or they will not be accepted. Refer to the websites listed on the class Pages section for help with MLA/APA guidelines.

Essays will be submitted as an attachment through Canvas.

Your presence in this class suggests that you have all of the necessary skills to write sustained narration and not just fragmented sentences. Although the content of this course is structured toward literary analysis, the instructor will help any student with grammatical problems, and I expect you to ask for help if needed. The University Writing Center has tutors available to help with writing problems. They also have computers and printers available for your use.

Please email me with questions you may have during your research. Carefully check your sources for credibility and quality. Be aware of the definition of plagiarism when quoting information from sources.

Course Objective or Goal

Student Learning Outcome

1. Students will become familiar with different theoretical approaches to filmed adaptations of literature by demonstrating an understanding of the theories related to adaptations through written presentations.
2. Students will develop greater skills in visual literacy by demonstrating skills in—reading films—in ways that apply to texts adapted to the screen through 1-2 page written responses to films and texts used in class.
3. Students will become more skilled in discussing and analyzing film and literary texts by demonstrating a familiarity with ways of discussing and evaluating films as reflections of cultures, periods of history, and “interactions” with other “texts” through class discussions and written responses.

4. Students will increase their knowledge of film techniques and the grammar of film by participating in a “community” interested in discussing/analyzing movies adapted to the screen beyond the surface levels of fidelity, entertainment, narrative, or character.
5. Students will be able to apply their understanding of film and literature to written work and by completing a final essay that will be suitable for sharing with other

professionals at a regional or national conference, or could be developed into a scholarly essay suitable for submission to an academic publication.

Competency Goals Statements (Exemplary Objectives)

Upon successful completion of this course, the student will be able to

1. demonstrate awareness of the scope and variety of the works in the arts

and humanities;

2. understand those works as expressions of individual and human values within a historical and social context;
3. respond critically to works in the arts and humanities;
4. engage in the creative process or interpretive performance and comprehend

the physical and intellectual demands required of the author or visual or

performing artist;

5. articulate an informed personal reaction to works in the arts;
6. develop an appreciation for the aesthetic principles that guide or govern the

humanities and arts;

7. to demonstrate knowledge of the influence of literature, philosophy, and/or

the arts on intercultural experiences.

Required Reading and Textbook

CLASS TEXT

Adaptations: From Short Story to Big Screen, by Stephanie Harrison – ISBN 1-4000-5314-5

Associated articles located in the Pages section will also be assigned for reading and discussion.

This is a Writing Instructive (WI) course, so writing will be an integral part of my instruction and our interactions. Writing will also be a fundamental way that I measure student mastery of course content. WI means that you will have several opportunities to work on improving your writing skills.

COURSE REQUIREMENTS

Grading Criteria

How your Grade will be Calculated

Discussions	12@25	300
Position Papers	8@50	400
Comparison/Critique Papers	4@100	400
Research Paper	1@200	200
Total Points		1300

Posting of Grades

Grades will be posted within one week following assignment submission.

Grading Policies

Late Assignment Submissions Policy

Discussion Board Posts

Students must submit **initial discussion board postings** by Thursday at midnight during the week indicated in the assignment schedule. A minimum of two response posts are required each week and must be posted by Sunday at midnight. Discussion board submissions will not be accepted for credit after the deadline.

Written Assignments

Students needing extra time may submit assignments, excluding discussion board postings, up to one week after the assignment due date. Students who submit work up to one week late will receive a penalty of 10 percent applied to the grade achieved on the late assignment regardless of the day of the week on which the work is submitted. Students who submit assignments more than one week late will receive a grade of zero on the assignment unless they have made prior arrangements with the instructor.

Exceptions

I will accept assignments more than one week late only if students have made prior arrangements with me and I agree to an extension. Students must meet the deadline agreed upon in advance with the instructor. Students who do not meet the agreed-upon deadline will receive a grade of zero on the assignment.

I will accept late work without prior arrangement only in the case of extenuating circumstances (such as hospitalization, childbirth, major accident, injury or bereavement). Students who suffer such a circumstance must notify me as soon as possible of the extenuating circumstance that prevented them from submitting work on time and determine a deadline for submitting the work. In these instances, I will waive the late penalty. Students who do not meet the arranged deadline will receive a grade of zero on the assignment.

Final Assignment

Students must submit the final assignment no later than the last regular class day of the term. No assignments are accepted after the last class day of the term.

COURSE OUTLINE AND CALENDAR

Course Schedule - ENGL 3339

Opening Weeks - 1&2

Download "Internet Movie Data Base" - IMDB - it's free and is a great reference for everything film. You will find the site very helpful for this course and any other film courses you might take or questions you might have. <https://www.imdb.com>

Discussions - Introductions

Introduce yourselves to the other students.

Let us know your past experience with English, literature, film, and the genres you like most.

Write about your other English and Film courses.

What can you imagine we will study when the term Adaptation is mentioned?

What are your expectations from this course.

Readings - first two weeks (in the Pages section) I will load Movie Journal Reviews, Film Resources, & adaptation articles into the Pages Tab on our Home Page for help with finding references.

Read - Introduction from text: "Short Story to Big Screen"

Terms, definitions, & examples

Adaptation, plot development, character development, scene transition

Instructor supplied articles, both introductory and informational, about adaptation.

Sample articles on film criticism and reviews

Discussions- Week 2

Professional film critiques versus reviews.

What to look for in reviews and critiques.

Topics and terminology from Adaptation Articles.

What you have learned so far.

Weekly Assignments - Beginning Week 3

Week 3

Readings - from Instructor

Short story - *Blow-Up* by Julio Cortózar

Author Bio

Critical Reviews - IMDB, online reviews, and sources

Discussion - summary/critique of the text, what critics and reviews are saying

Story/narrative, plot, character development, resolution

Writing - Position/critique of the text as a literary critic.

Story/narrative, plot, character development, resolution

Week 4

Readings - from instructor

Watch Film - *Blow-Up*, directed by Michelangelo Antonioni, 1966

About Director, screenwriter,

Critical Reviews from IMDB and other online sources

Discussion - summary/critique of the film

What critics and reviews are saying

Story/narrative, plot, character development, resolution

Writing - Position/critique of the film as a film critic.

Story/narrative, plot, character development, resolution

Week 5**Readings** - from instructor

Critical Reviews - IMDB, online reviews, and sources

Discussions - summary/critique of the film

What critics and reviews are saying

Story/narrative, plot, character development, resolution

Writing - summary/critique of the film

What critics and reviews are saying

Story/narrative, plot, character development, resolution

Character development - original and script

Character choices - casting

Storyline and expansion of plot - point out and compare and contrast changes. do changes seem like they fit or are they contrived

Results of expansion of the story - good or bad, helps or hurts, continuation of story is effective/not effective, new ending?

Form, Narrative, Transition - scene to scene

Week 6**Readings** - from Instructor

Short story - *Rear Window* by Cornell Woolrich

Author Bio

Critical Reviews - IMDB, online reviews, and sources

Discussion - summary/critique of the text, what critics and reviews are saying

Story/narrative, plot, character development, resolution

Writing - Position/critique of the text as a literary critic.

Story/narrative, plot, character development, resolution

Week 7**Readings** - from instructor

Watch Film - *Rear Window*, directed by Alfred Hitchcock, 1954

About Director, screenwriter,

Critical Reviews from IMDB and other online sources

Discussion - summary/critique of the film

What critics and reviews are saying

Story/narrative, plot, character development, resolution

Writing - Position/critique of the film as a film critic.

Story/narrative, plot, character development, resolution

Week 8

Readings - from instructor

Critical Reviews - IMDB, online reviews, and sources

Discussions - summary/critique of the film

What critics and reviews are saying

Story/narrative, plot, character development, resolution

Writing - summary/critique of the film

What critics and reviews are saying

Story/narrative, plot, character development, resolution

Character development - original and script

Character choices - casting

Storyline and expansion of plot - point out and compare and contrast changes, do changes seem like they fit or are they contrived

Results of expansion of the story - good or bad, helps or hurts, continuation of story is effective/not effective, new ending?

Form, Narrative, Transition - scene to scene

Spring Break - March 13-19**Week 9****Readings** - from Instructor

Short story - Your choice

Author Bio

Critical Reviews - IMDB, online reviews, and sources

Discussion - summary/critique of the text, what critics and reviews are saying

Story/narrative, plot, character development, resolution

Writing - Position/critique of the text as a literary critic.

Story/narrative, plot, character development, resolution

Week 10**Readings** - from instructor

Watch Film - Your Choice

About Director, screenwriter,

Critical Reviews from IMDB and other online sources

Discussion - summary/critique of the film

What critics and reviews are saying

Story/narrative, plot, character development, resolution

Writing - Position/critique of the film as a film critic.

Story/narrative, plot, character development, resolution

Week 11**Readings** - from instructor

Critical Reviews - IMDB, online reviews, and sources

Discussions - summary/critique of the film

What critics and reviews are saying

Story/narrative, plot, character development, resolution

Writing - summary/critique of the film

What critics and reviews are saying

Story/narrative, plot, character development, resolution

Character development - original and script

Character choices - casting

Storyline and expansion of plot - point out and compare and contrast changes, do changes seem like they fit or are they contrived

Results of expansion of the story - good or bad, helps or hurts, continuation of story is effective/not effective, new ending?

Form, Narrative, Transition - scene to scene

Week 12

Readings - from Instructor

Short story - Your choice

Author Bio

Critical Reviews - IMDB, online reviews, and sources

Discussion - summary/critique of the text, what critics and reviews are saying

Story/narrative, plot, character development, resolution

Writing - Position/critique of the text as a literary critic.

Story/narrative, plot, character development, resolution

Week 13

Readings - from instructor

Watch Film - Your Choice

About Director, screenwriter,

Critical Reviews from IMDB and other online sources

Discussion - summary/critique of the film

What critics and reviews are saying

Story/narrative, plot, character development, resolution

Writing - Position/critique of the film as a film critic.

Story/narrative, plot, character development, resolution

Week 14

Readings - from instructor

Critical Reviews - IMDB, online reviews, and sources

Discussions - summary/critique of the film

What critics and reviews are saying

Story/narrative, plot, character development, resolution

Writing - summary/critique of the film

What critics and reviews are saying

Story/narrative, plot, character development, resolution

Character development - original and script

Character choices - casting

Storyline and expansion of plot - point out and compare and contrast changes, do changes seem like they fit or are they contrived

Results of expansion of the story - good or bad, helps or hurts, continuation of story is effective/not effective, new ending?

Form, Narrative, Transition - scene to scene

Weeks 15 & 16

Final Summation Paper - Due 5/12

Important University Dates

Follow the link: <https://www.tamuct.edu/registrar/academic-calendar.html>.

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

Other Technology Support

For log-in problems, students should contact Help Desk Central, 24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Academic Accommodations

At Texas A&M University–Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Warrior Center for Student Success, Equity and Inclusion is responsible for ensuring that students with a disability receive equal access to the university’s programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information, please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [<https://tamuct.instructure.com/courses/717>]

Academic Integrity

Texas A&M University–Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the student conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [<https://www.tamuct.edu/student-affairs/student-conduct.html>].

If you know of potential honor violations by other students, you may [submit a referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b0502-4f36-be43-f02a4202f612>].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Important information for Pregnant and/or Parenting Students

Texas A&M University–Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education’s Office of Civil Rights, the Dean of Student Affairs’ Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html) [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. Students may also contact the institution’s Title IX Coordinator. If you would like to read more about these [requirements and guidelines](#) online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students

should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, both virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu.

To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](https://tutormatchingservice.com/TAMUCT) [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 631,525 eBooks and 75,149 journals, in addition to the 97,443 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](#)

[https://tamuct.libcal.com/appointments]. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](#)

[https://tamuct.libguides.com/index]

University Writing Center

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WOnline](#) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

OTHER POLICY STATEMENTS

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Wellness and Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](#) [https://www.tamuct.edu/compliance/titleix.html].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](#) online

[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](#) website for more information [https://www.tamuct.edu/bit]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.

Copyright Notice

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