

II. Appendix A: Assignment Descriptions

FLIT 391 - Semester Project Guidelines

Overview

Adaptation is a fundamental creative process. As Hutcheon and Leitch argue, however, the motives and methods of adaptation vary widely depending on the medium, adapter, and audience. As Hutcheon and Leitch also demonstrate, the study of adaptations (products) and adaptation (process) can often reveal meaningful cultural patterns and their transformation across periods, places and communities. With this larger goal in mind, you are asked to write a short seminar paper (2500-3000 words) that applies both literary and adaptation theory to the analysis and interpretation of a series of adaptations, selected in consultation with me.

Your project must examine at least three (3) texts. Consider, for instance, Hutcheon's examination of the Carmelite nuns' story (*Adaptation*, pp. 95-105): she reviews not only historical accounts of the nuns' hanging (p. 96) and the 1931 German novella *Die Letzte am Schafott* (*The Last on the Scaffold*, 1931; English trans., *The Song at the Scaffold*, 1933) based on them (pp. 96-98), but also the subsequent film, stage, and operatic adaptations of the story, each titled *Dialogue des Carmelites* (pp. 98-105). In this particular case, she does so to show how "the adaptive process is a total of the encounters among institutional cultures, signifying systems, and personal motivations" and to demonstrate the ways the nuns' story "resonated in complex ways for its various adapters" (106). Your own goals may be different.

As you settle on a series of texts to consider, review Hutcheon, Leitch, and Dobie for questions to ask and approaches to follow. In particular, Hutcheon's "Learning from Practice" sections in several of her chapters (2, 3, and 5) provide you with concrete examples to emulate, while Leitch is especially useful once you know which texts you want to study: ask yourself which of his chapters best applies to your own texts and consider how he might approach them. Finally, as you think about what your individual texts actually say or do, look to Dobie not only for ideas (about class, gender, ethnicity, etc.) but also for her many sample questions, especially if you find your mental engine stalled.

When in doubt about your topic or approach, talk with me (you know how to reach me) and the other members of your writing group.

Deliverables

Proposal (250-300 words, 1.5~2.0 spacing, 12pt font, 1" margins). Your proposal should identify the specific texts you intend to study, your rationale for selecting them, and the kind of questions you plan to address. Why this body of adaptations

and why these texts in particular? What are your motivations for studying these texts? What do you expect your study to reveal? In essence, describe and explain your plan of attack for the project. Bring four copies to class on 11/1.

Presentation (10 minutes). You will have ten minutes to present your work to the class. The aim of the presentation is two-fold: to share information and insights with the class (what you studied, what you learned), and to get feedback on your ideas that will help you as you revise your final paper.

Paper (2500-3000 words, 1.5 spacing, 12pt font, 1" margins). Your paper will be judged for the quality of its arguments, strength of its evidence, and clarity of its writing. Remember that good writing is about rewriting, so leave yourself time to review and revise your work. As a reader, I prefer well-organized, clearly structured papers, so be sure your paper has a strong introduction that summarizes your argument; well-defined subsections that explain and support your claims; and a conclusion that restates your argument, why it matters, and what new or unanswered questions it leaves behind.

FLIT 391 - Final Exam Questions

Note: Students were permitted one of any handwritten notes, quotes, and/or outlines they wished to use when writing the following essays.

1. Discuss the value of adaptation studies. Why study adaptations? What does the study of adaptations make possible? What are its limitations? Illustrate and support your position with examples from Hutcheon, Leitch, and class projects.
2. Compare and contrast Hutcheon and Leitch's approach to adaptation. How does each define adaptation and in what ways do their definitions concur and conflict? Whose explanations do you find more convincing and why? If you like, you might frame your response in terms of your own understanding of adaptation and how it has changed as a result of reading Hutcheon and Leitch. What assumptions, beliefs, or expectations did you hold about adaptation prior to the course, and how have the explanations and examples in the readings affirmed, questioned, and/or refined them? Use specific statements from Hutcheon and Leitch, as well as concrete examples, to illustrate your points.

FLIT 491 - Précis Assignment Guidelines

Note: The following précis is intended to encourage student's critical use of scholarly publications by requiring them to think clearly about the claims, evidence and context of an academic argument. The specifications and example are borrowed directly from an Oregon State University website (http://oregonstate.edu/instruct/phl201/modules/rhetorical-precis/sample/peirce_sample_precis_click.html).

The Rhetorical Précis Format

- a) In a single coherent sentence give the following:
 1. name of the author, title of the work, date in parenthesis;
 2. a rhetorically accurate verb (such as "assert," "argue," "deny," "refute," "prove," "disprove," "explain," etc.);
 3. a clause containing the major claim (thesis statement) of the work.
- b) In a single coherent sentence give an explanation of how the author develops and supports the major claim (thesis statement).
- c) In a single coherent sentence give a statement of the author's purpose, followed by an "in order" phrase.
- d) In a single coherent sentence give a description of the intended audience and/or the relationship the author establishes with the audience.

FLIT 491 - Peer Review Questions

Note: Using PeerMark on Turnitin.com, students were asked to review the rough drafts of two students' project papers. The questions are designed not only to provide writers with feedback, but to develop the reviewers critical thinking regarding the content and form of research.

- 1a. In your own words, restate the *main claim (thesis)* of the paper. (Free Response)
- 1b. In your own words, restate the *main claim of each section* of the paper. (Free Response)
- 1c. In your own words, what is the *writer's purpose* in writing this paper? (Free Response)
- 1d. Based on the writing style, who is the *intended audience* for this paper? (Free Response)
- 2a. The text makes a clear, arguable claim that can be supported by reasons and evidence. (Scale (1-4) Highest: Exceptional, Lowest: Minimal)
- 2b. The text provides adequate reasons and evidence to support its thesis and claims. (Scale (1-4) Highest: Exceptional, Lowest: Minimal)
- 2c. The text anticipates its audience's level, concerns, values, possible biases, etc. (Scale (1-4) Highest: Exceptional, Lowest: Minimal)

- 3a. At which point did you feel most interested by this piece? When least? Explain. (Free Response)
- 3b. How smoothly does this paper integrate examples into its own argument? Does it clearly illustrate connections between the evidence it cites and the ideas they support, or does it merely assume them? Explain. (Free Response)
- 3c. Scan and spot the paper for the any of the following problems: colloquialisms, informality, clichés, and wordiness. Give a few examples of these problems, if they exist. (Free Response)
- 3d. Suggest an alternative title for the paper. (Free Response)