Fall 8-15-2006

ENG 3504-001: Film and Literature: Landscape in Film and Literature- a Mixed "Generic" Eco-Bag

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Course Description and Objectives:

Annette Kolodny's *Lay of the Land* grounds discussions of gendered landscapes and their representations in American literature. Jane Tompkins and Richard Slotkin connect landscape and cultural context in Western films and their off-shoots. This class will begin with these discussions but expand explorations of landscape in relation to genre and ecology. Films will align with two conferences, as well: a film conference focused on Burl Ives and a literature conference focused on Beowulf. I also hope the class opens up discussions of landscape to include environmental concerns. Grades will be determined through weekly responses, exams and a paper and presentations.

Texts:

- Alexie, Sherman. *Reservation Blues* paired with Burl Ives films and *Smoke Signals*
- Steinbeck, John. *The Grapes of Wrath* paired with John Ford’s (and Greg Toland’s) film of the same name and *The River*
- Gardner, John. *Grendel* paired with *Beowulf and Grendel*
- Hurston, Zora Neal. *Their Eyes Were Watching God* paired with *Eve’s Bayou*
- Schriener, Olive. *The Story of an African Farm* paired with *The Constant Gardner*
- Novel of your choice for group presentation—paired with a similar film.
- Bordwell and Thompson’s *Film Art.*
- Handouts
- Other films

Course Requirements:

1. **Weekly Responses and Participation:** Responses are two pages typed, double-spaced with no more than 12 point font. They should reflect careful reading and synthesis of course materials and/or films. Your responses will serve as a source for discussion in class as a whole or in small groups so are part of your participation grade. Responses should analyze, critique, argue for or against, or
evaluate—they should not summarize except to make the writer’s point(s). **You must be in class to receive credit for your response or for any in-class work.**

2. **Midterm Exam:** This exam will provide an opportunity to internalize material all students read for class and to carefully read the first set of films in the class.

3. **Group Novel Teaching and Presentation:** To further immerse us in the film and literature tradition, members of five different groups will each read a different novel and be responsible for teaching it to the rest of the class (with my help).

4. **Final Exam:** This exam will not be cumulative. It will provide an opportunity to internalize material read for class as a group and as a class from Midterm forward and carefully to read the last three films in the class.

5. **Final Paper and Presentation:** This paper will expand on the best thoughts of your response to your chosen group’s novel. I will provide a handout to clarify requirements for this paper and comments on your response to help stimulate best idea development. Presentations will give you the opportunity to share your thoughts with your classmates.

**Grades:** Grades will be determined as follows for a total of 100%:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Weekly Responses and Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm</td>
<td>20%</td>
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<tr>
<td>Group Teaching/Presentation</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
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<tr>
<td>Final Paper</td>
<td>20%</td>
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<tr>
<td><strong>Total</strong></td>
<td>100%</td>
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**Grading of Responses, Presentation, and Paper:**
Response grades will be based on analytical complexity. Each will be worth twenty points. If a response only summarizes a film or novel, the response gets only half credit. Adequate analysis (or argument or critique) will result in 14 points (C level). Good analysis, etc., in 16 points (B level). Great analysis, etc., from 18-20 points, depending on clarity, precision, and sense of voice.

Paper grades will be based on the following areas: Audience awareness, organization, development, sentence structure, word choice, grammar/usage/mechanics. The first three areas will be weighted more heavily than the second three (60% vs. 40%). I will also distribute the English Department’s grade analysis in class.

Presentations will be evaluated according to a rubric I will distribute in class. Groups should also turn in any class handouts or visuals with novel responses.
**Students with Disabilities:** If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

**Plagiarism:** The English Department states, "Any teacher who discovers an act of plagiarism -- 'The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work' -- has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of "F" in the course."

**Electronic Writing Portfolio:** This class is a writing intensive class, so you may submit your paper as a writing portfolio sample, following the instructions on the CASL Website. Submissions must be made during the course of the class to receive my approval. Please note that the Writing Center is available for help with all writing assignments, as well. Take advantage of this free service.
Fall 2006 English 3504 Tentative Course Calendar, Subject to Change

August

24 *The River* and Introduction to Class and Course focus and requirements. Read “Film Form and Style” Chapters for 8/31 from *Film Art* and write a response applying one element to *The River*.

31 *Film Art*. Discuss response due today. In-Class Handouts on film and the environment. Begin reading *The Grapes of Wrath* for September 7—to be completed 7/14. Write an initial response to the book for 9/7. View *Do the Right Thing* segments to illustrate film form and film style.

September

7 Discuss initial responses to *The Grapes of Wrath* due today. Complete the book for 9/14 and write a response.

14 Discuss responses to completion of *The Grapes of Wrath* due today. View the film Read *Reservation Blues* for 9/28!!!!

21 *East of Eden*: Tarble Arts Center for Burl Ives Fest. Complete Reading *Reservation Blues* for 9/28 and write a response.

28 Discuss responses due today—*Reservation Blues*. View *Smoke Signals*. Begin reading *Their Eyes were Watching God* for 10/5. Write an initial response to *Their Eyes Were Watching God*.

October

5 Discuss initial responses to *Their Eyes Were Watching God*. Finish reading *Their Eyes were Watching God* for 10/12.

12 View Eve’s Bayou and write a response in class in relation to eco-lecture and *Their Eyes Were Watching God*. Read *Grendel* for next class and write a response.

19 Discuss response due today on *Grendel*. Read hand-outs for next class.

November

2      Discuss response due today. 
       Take Midterm. Read
       The Story of an African
       Farm for 11/9 and write a response.

9      Discuss responses due today to The Story of an African Farm

16     View The Constant Gardener and write an in-class response for discussion.

23     No School! ------ Thanksgiving Break

30     Group Presentations

December

7      Group Presentations. Final Paper due.

Final Exam!