

# Course Description

## A. COVER PAGE

Date of Submission (Please include Month, Day and Year) December 1, 2006	
1. Course Title Classic Fiction and Film	9. Subject Area <input type="checkbox"/> History/Social Science <input checked="" type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> Language other than English <input type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> Intro <input type="checkbox"/> Advanced <input type="checkbox"/> College Prep Elective
2. Transcript Title(s) / Abbreviation(s) FictionFilm	
EN 4032 EN 4033	
4. School Pioneer Valley High School	
5. District Santa Maria Joint Union High School District	
6. City Santa Maria	10. Grade Level(s) for which this course is designed <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
7. School / District Web Site <a href="http://www.smjuhsd.k12.ca.us">http://www.smjuhsd.k12.ca.us</a>	11. Seeking "Honors" Distinction? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
8. School Course List Contact Name: Dee Ringstead Title/Position: Principal Phone: 805-922-1305 Ext.: 5701 E-mail: <a href="mailto:dringstead@smjuhsd.org">dringstead@smjuhsd.org</a>	12. Unit Value <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other: _____
13. Is this an Internet-based course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes", who is the provider? <input type="checkbox"/> UCCP <input type="checkbox"/> PASS/Cyber High <input type="checkbox"/> Other _____	
14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls. <input type="checkbox"/> A course reinstated after removal within 3 years. Year removed from list? _____ Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, previous course title? _____ <input type="checkbox"/> An identical course approved at another school in same district. Which school? _____ Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, course title at other school? _____ <input type="checkbox"/> Year-long VPA course replacing two approved successive semester courses in the same discipline <input type="checkbox"/> Approved Advanced Placement (AP) or International Baccalaureate (IB) course <input type="checkbox"/> Approved UC College Prep (UCCP) Online course <input type="checkbox"/> Approved CDE Agricultural Education course <input type="checkbox"/> Approved P.A.S.S./Cyber High course <input type="checkbox"/> Approved ROP/C course. Name of ROP/C? _____ <input type="checkbox"/> Approved A.V.I.D. course <input type="checkbox"/> Approved C.A.R.T. course <input type="checkbox"/> Approved Project Lead the Way course <input type="checkbox"/> Other. Explain: _____	

<p>15. Is this course modeled after an UC-approved course from another school <u>outside</u> your district? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If so, which school(s)? _____</p> <p>Course title at other school _____</p>
<p>16. Pre-Requisites: English II and senior credit standing</p>
<p>17. Co-Requisites: None</p>
<p>18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, date(s) of previous submission? _____</p> <p>Title of previous submission? _____</p>
<p>19. Brief Course Description</p> <p>Classic Fiction and Film is a class focusing on an intense, critical comparison of the plots, characters, and themes of great Renaissance, Victorian, and Modern novels and plays to their 20<sup>th</sup> century film adaptations. Students will be asked to analyze through critical-thinking, discussion, and both research-based and expository writing how literature of the Western canon influences such popular films as <i>Ten Things I Hate About You</i>, <i>O</i>, and <i>Kiss Me, Kate</i> as well as adaptations of <i>Great Expectations</i>, <i>Sense and Sensibility</i>, and <i>Animal Farm</i> and how the American film industry changes and adapts classic stories to appeal to a modern audience. In addition, students will develop their understanding of both the elements of literature including theme, symbolism, foreshadowing, and archetype, as well as important film terminology such as frame, shot, narration, adaptation, live action, and zoom.</p>

## B. COURSE CONTENT

### 20. Course Goals and/or Major Student Outcomes

- Demonstrate the ability to communicate effectively through a variety of oral and written assignments.
- Develop the interpersonal skills needed to work with others by effectively completing various group projects.
- Acquire the technological skills necessary for participating in the workplace through use of technology and research-based assignments.
- Utilize and enhance critical-thinking skills by positively contributing to class discussions and analyzing the written and spoken word.

### 21. Course Objectives

- Students will learn how to closely and critically read several novels with the intention of comparing them to their film adaptations.
- Students will learn successful research methods by researching a famous author and writing a paper presenting their findings.
- Students will develop advanced writing skills through response to literature, response to film, expository, and analytical essays.

- Students will learn how to effectively use technology by preparing and giving a multimedia presentation comparing one novel to its film adaptation.
- Students will learn and use vocabulary relating to literature and the film industry.

## 22. Course Outline

### SYLLABUS:

Classic Fiction and Film is a class in which we will read and critically discuss great novels and plays of the Renaissance, Victorian, and Modern periods with the intent of comparing them to their modern film adaptations. We will discuss how filmmakers change both major and minor elements of the literature to make the films more accessible and/or appealing to modern audiences. We will view films with the intent of analyzing the use of lighting, music, character movement, and techniques such as fade out and flashback. We will write several essays and a research paper and give a multimedia presentation. In addition, we will learn important literary terms such as plot, theme, character, symbolism, and archetype, as well as important film terms such as frame, shot, narration, and adaptation.

### TOPICS COVERED:

Through the study of various Shakespearean plays, students will learn about the English Renaissance and Shakespeare's influence of the English language. Students will learn the ways in which modern film adaptations change and update Shakespeare's language, plots, characters, and themes, and how those changes influence the audience. Specific topics include Franco Zeffirelli's interpretation of Hamlet's Oedipal complex, how directors Gil Junger and Tim Blake Nelson attempt to make Shakespeare appeal to teenagers in *10 Things I Hate About You* and, *O*, and how *Kiss Me, Kate* turns *The Taming of the Shrew* into a Broadway showpiece.

Students will read novels by Jane Austen and Charles Dickens and gain an understanding of the way Dickens used his novels to proclaim social commentary on the politics and events of his day, while Austen wrote her novels as a commentary on the society and manners of England in her time. Students will analyze how modern adaptations of their novels attempt to make these commentaries relevant to viewers today. Students will read political novels such as *Cry, the Beloved Country* and *Animal Farm* to broaden their understanding of other cultures and to heighten their awareness of important political issues such as apartheid and Communism. Students will discuss how politics influence filmmakers and how historical events are depicted in both the written word and on screen. By reading plays of the Modern period such as *Our Town* and *A Streetcar Named Desire*, students will become familiar with dramatic elements such as text aids, asides, soliloquies, monologues, dramatic irony, acts, and scenes. They will analyze the difference between drama and the novel and discuss how film adaptations of both kinds of literature differ.

Students will learn and effectively use literary and film terminology by writing response to literature and films and by critically discussing the use of lighting, music, character movement, fade ins and outs, flashbacks, narration, and voice-overs, in film and plot, characterization, symbolism, theme, archetype, conflicts, point of

view, foreshadowing, suspense, purpose, tone, and mood in novels. Students will learn to effectively use research tools such as online journals and search engines, scholarly journals and periodicals, magazines, and books. Students will learn to analyze whether a research tool is credible, effective, and relevant. Students will learn about plagiarism and the importance of accurate citation of works used. By researching, outlining, drafting, and revising a research paper, students will develop sophisticated writing and research skills.

By preparing and giving a multimedia presentation comparing one novel or play to its film adaptation, students will learn how to use technological resources such as an overhead projector, PowerPoint software, audio recording devices, DVD/video recorders and players, and/or LCD projectors.

### **23. Texts & Supplemental Instructional Materials**

#### **Core Novels/Plays to be Read in their Entirety:**

At least one play by William Shakespeare from the following list:

*Hamlet*

*Macbeth*

*The Taming of the Shrew*

*Othello*

*Great Expectations* by Charles Dickens

*Pride and Prejudice* by Jane Austen

*A Streetcar Named Desire* by Tennessee Williams

*Animal Farm* by George Orwell

*Jane Eyre* by Charlotte Bronte

#### **Movie Versions of the Above Novels/Plays to be Watched in their Entirety:**

*Hamlet*—Director Franco Zeffirelli

*Macbeth*—Director Trevor Dunn

*10 Things I Hate About You*—Director Gil Junger

*Kiss Me, Kate*—Directors Chris Hunt and Michael Blakemore

*O*—Director Tim Blake Nelson

*Great Expectations*—Director Julian Jarrold

*Pride and Prejudice*—Director Simon Langton

*A Streetcar Named Desire*—Director Elia Kazan

*Animal Farm*—Director John Stephenson

*Jane Eyre*—Director Robert Young

#### **Novels/Plays from which Excerpts will be Read:**

*Emma* by Jane Austen

*Sense and Sensibility* by Jane Austen

*The Adventures of Huckleberry Finn* by Mark Twain

*The Grapes of Wrath* by John Steinbeck  
*All Quiet on the Western Front* by Eriq Remarque  
*A Raisin in the Sun* by Lorraine Hansberry  
*The Odyssey* by Homer

**Movie Versions of the Above Novels/Plays from which Scenes will be Watched:**

*Emma*—Director Douglas McGrath  
*Clueless*—Director Amy Heckerling  
*Sense and Sensibility*—Director Ang Lee  
*The Adventures of Huckleberry Finn*—Director Stephen Sommers  
*The Grapes of Wrath*—Director John Ford  
*All Quiet on the Western Front*—Director Lewis Mileston  
*Oh Brother, Where Art Thou?*—Director Joel Coen

**24. Key Assignments**

**Students will complete all the following assignments as minimum requirements for the class:**

- Students will outline, draft, write, and revise four response to literature/response to film essays. Minimum requirements for each include four pages each, typed, double-spaced
- Students will research and write one research paper on a famous author of the Renaissance, Victorian, or Modern periods. Minimum requirements are four pages, typed, double-spaced, with correct MLA citations and Works Cited page. Research Will include a minimum of six sources, with at least three sources not from the Internet.
- Students will give a multimedia presentation comparing a novel or play to its film adaptation using at least three different multimedia devices.
- Students will read a minimum of six novels/plays, chosen by the teacher over the course of the year, as well as read several excerpts, chapters, and scenes of various other novels and plays.
- Students will keep a daily journal of reflective responses to films viewed and chapters and scenes read and discussed.
- Students will keep a Word Bank of literary and film terms and definitions for use in discussions and writings.

## **25. Instructional Methods and/or Strategies**

Classic Fiction and Film will be taught with the understanding that the students in the class are college-prep senior-level students. Class discussions will formulate a large portion of class time, with discussions lead primarily by the teacher but also on occasion by individual students and small student groups. Teacher lecture will serve as a smaller component of the class instruction, with students taking notes for the aid of class discussions and writing assignments. Small, cooperative learning groups will also be utilized for the purpose of students teaching their peers what they have learned.

## **26. Assessment Methods and/or Tools**

Students will be assessed in various ways, including, but not limited to,

- tests and quizzes 10%
- classroom discussions/participation 15%
- daily reflective journal writings and Word Bank 5%
- all formal essays/research paper 35%
- multimedia presentation 15%
- final exam 20%