

COURSE NUMBER: VR123	COURSE TITLE: Novel into Film 从小说到电影
CREDIT: 3	PREREQUISITES: VY100
TEXTBOOKS/REQUIRED MATERIAL: Thomas C. Foster, <i>Reading the Silver Screen: A Film Lover's Guide to Decoding the Art Form that Moves</i> . New York: Harper Collins, 2016. Primary novel and film sources will include <i>The Scarlet Letter</i> , <i>Pride and Prejudice</i> , <i>Gentlemen Prefer Blondes</i> , <i>The Godfather</i> and <i>The Shining</i> (editions and film availability TBC) Critical and theoretical readings provided by instructor.	PREPARED BY: Angela Gehling DATE OF PREPARATION: 2019-03-04 DATE OF UC APPROVAL: May, 2019
INSTRUCTOR(S): Angela Gehling	SCIENCE/DESIGN: N/A
CATALOG DESCRIPTION: The complex relationship between these two forms of media have been central to the film industry since its inception. This course will consider literary adaptation from several angles: fidelity to the text, the author's intent and involvement in production and the strengths and weaknesses of each medium.	COURSE TOPICS: 1. An overview of the history of Western film –from the silent era to the multiplex. 2. The fundamental role of the novel in Western cinema's development. 3. Writing for the page and the screen –the different demands of the book and film formats 4. Editing, abridging and expanding material –what content makes the cut? 5. Adapting historical texts for modern audiences. 6. The question of textual fidelity. 7. “Elevating” material -do you need a good book to make a good film? 8. The novelist's original intent and involvement in production. Can an adaptation hated by the author be considered successful? 9. Audience reception, in 2 different mediums. 10. Adapting across cultures
COURSE STRUCTURE/SCHEDULE: 45 units of 45-minute classes	
COURSE OBJECTIVES [Course Outcomes in brackets]	This course is designed to help students gain the following: 1. A broad understanding of the history of Western film's development. [1, 3, 4] 2. A comprehensive understanding of the structures and strengths and weaknesses of the novel and film formats. [2, 3, 4, 5, 6] 3. A familiarity with the various aspects of film production (e.g. cinematography, screenwriting, visual effects, editing, etc.) [1, 2, 3, 4] 4. A familiarity with the landmark novel adaptations in Western film history –why their aesthetic qualities and critical and audience receptions make them so important. [1, 2, 3, 4, 5, 6, 7] 5. The ability to critically evaluate the complex question of textual fidelity in adaptation. [4, 5, 6, 7, 8] 6. The ability to critically evaluate the issue of authorial intent and response to adaptation. [2, 4, 5, 6, 7, 8] 7. The ability to critically evaluate the issues surrounding adaptation of historical and cross-cultural texts (e.g. the differences in social norms, gender relations, language and dress, etc.) [1, 2, 3, 7, 8] 8. A comprehensive understanding of how to discuss course themes in a variety of short and longer-form academic writing formats and in class discussion/presentation. [8, 9, 10] 9. The ability to produce clear and complex prose with correct grammar and punctuation. [9] 10. A comprehensive understanding of good academic practice (e.g. avoidance of plagiarism, citation, formatting, etc.) [10]
COURSE OUTCOMES [Student Outcomes in brackets]	Students should be able to demonstrate the following: 1. Good overall knowledge of the history of Western film's development. 2. The ability to critically analyze and discuss the structures and strengths and weaknesses of the novel and film formats. 3. The ability to critically analyze and discuss the various aspects of film production. 4. Comprehensive knowledge of the landmark novel adaptations in Western film history. 5. The ability to critically analyze textual fidelity in adaptation. 6. The ability to critically analyze authorial intent and response to adaptation. 7. The ability to critically analyze historical and cross-cultural adaptation. 8. The ability to discuss course themes in a variety of short and longer-form academic writing formats and in class discussion/presentation. 9. The ability to write high-quality academic prose. 10. Sound applied knowledge of good academic practice.
ASSESSMENT TOOLS [Course Outcomes in brackets]	2 short-form reviews of films on the syllabus [1, 2, 3, 4, 8, 9, 10] (10% each) 1 research/analytical essay based on course materials [1, 2, 3, 4, 5, 6, 7, 8, 9, 10] (40%) 1 original proposal for a novel adaptation [2, 3, 7, 8, 9, 10] (30%) Class participation and activities [5, 6, 7, 8] (10%)