

## **English 202: Engaging English: Adaptions and Retellings**

Spring 2022  
CRN 25340  
MWF 10:30-11:20 am  
WALC 3084

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Office hours M 11:30-12:20 and by appointment  
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### **Description:**

Literature is no stranger to adaptation. From book to movie, myth to poem, and legend to novel, so much of what we study is adapted or retold from earlier texts. In this class, we will examine some of the methods of adaptation—be it retelling or rewriting—that our discipline has seized upon in its long history. As we investigate these adaptations, we will also build the skills needed to critically think about and analyze them.

### **University course description:**

Credit Hours: 3.00. This theme-based course introduces students to the field of English, and provides foundational liberal arts skills. It teaches, for instance, critical and creative thinking, reading, and writing using a variety of genres, texts, and media.

### **Outcomes:**

By the end of this course, you will be able to:

- Identify key terms and methodologies in the field of English literary studies through class discussion and lectures
- Analyze the use of adaptation through close readings and written essays
- Apply literary theory to course texts through class discussion and written essays
- Adapt or retell an extant work into a new medium

### **Required texts:**

- *Twelfth Night*, William Shakespeare (Simon & Schuster, 2004), ISBN 0743482778
- *Howl's Moving Castle*, Diana Wynne Jones (Greenwillow Books, 2001), ISBN 006441034X
- *Legendborn*, Tracy Deonn (Margaret K. McElderry Books, 2020), ISBN 1534441603

These ISBNs link to a recent version of each book. Ebook copies are also acceptable, as are other editions. The *Legendborn* paperback will be available on February 1<sup>st</sup>, if you would rather wait for that edition.

All supplemental texts will be available on Brightspace (noted as BS in the course calendar).

### Assignments:

- 15%: Passage annotation: (1-2 pages) You will mark up, highlight, and otherwise close read a short passage from one of our course texts. You will then provide a short reflective essay on your annotation process.
- 25%: Explication essay: (3-5 pages) You will examine and explicate one significant moment from one of our course texts. You will explain how and why the moment is important as to the understanding of the overall text by using the close reading skills we will develop in class.
- 20%: Discussion leader: In groups of 2-3, you will lead 10 minutes of discussion for one day of Unit III. This will require you to work as a group to write a set of discussion questions and find moments of interest in the text.
- 25%: Adaptation creation: You will select one aspect of a syllabus text and remediate it into a different form, accompanied by a short paper explaining the context for your text and explaining your creative choices. Alternatively, you may read/watch/play/etc. a piece of media and its adaptation and write a short review of it, or you may write an analytical essay for one of our course texts. This project will be due during finals week.
- 15%: Professional ethos: This category includes attendance, homework, pop quizzes, and participation in class.

### Course policies:

- Grading scale:

A+ 97-100	B+ 87-89	C+ 77-79	D+ 67-69
A 93-96	B 83-86	C 73-76	D 63-66
A- 90-92	B- 80-82	C- 70-72	D- 60-62
F 0-59			

- Assignment and format guidelines: Assignments should be written in either MLA or Chicago format, using 12-point Times New Roman font. Papers should be double spaced with 1" margins. All papers should be submitted electronically as a Word doc (.doc or .docx) or PDF.
- Email etiquette: I will occasionally send emails to the courselist, so please be sure to check your Purdue email regularly. Any email communication with me must be done via your Purdue email. Please allow up to 24 hours for a response.
- Technology policy: Technology is welcome in the classroom as long as it contributes directly to the focus of the course (notetaking, viewing course documents/articles, free writing, etc.). Please refrain from using the social media functions on your digital technology unless it's part of a lesson.
- Camera and Zoom policy: In the event that we must return to remote learning, class will be held synchronously on Zoom. You are encouraged to have your camera on, but it is not required. **Should you choose to keep your camera off, I ask that you upload a profile picture to your account** so we can be more than a sea of blank squares.

- Missed or late work: I expect work to be submitted on time. Late work will be docked a third of a letter grade for every day late (so after one day an A will become an A-, etc.). **I am happy to grant extensions, but you must reach out to me at least 24 hours before the deadline.**
- Attendance: As much of our time together will be spent discussing the day's reading, you are expected to attend every class. If you must miss class for a religious or military obligation or if you are sick, please let me know ahead of time so the absence may be excused. **If you are sick, do not come to class.** Email me ahead of time and let me know, and then stay home and rest. More than 3 unexcused absences will negatively impact your participation grade.
  - If you are isolated or quarantined, we will use discussion boards (graded under Professional Ethos) to supplement in-person discussion.
  - If I am sick, I will either cancel class outright or move it to a Zoom call—please make sure that you check your email regularly!
- Extra credit: For extra credit, you may read(/watch/play/listen to/etc.) an original work and its adaptation and write a 1-2 page reflection paper where you draw connections between the two works and report on the experience of watching the movie/reading the book/attending the event/et cetera. Attending Purdue Theatre's production of *Twelfth Night* and writing a response paper would count for this assignment. Alternatively, you may research a topic we mention in class in more depth and submit a 1-2 page paper reporting your research findings.
  - Each extra credit paper will earn up to 2 percentage points, which will be added onto your grade at the end of the semester. You may earn up to 5 percentage points in this manner. If you were to complete two assignments and receive 3 total extra credit points, for example, your final grade would be modified to 3 points higher—in other words, your 91 would become a 94.
  - Extra credit papers are due 4/29 by 11:59 pm to the drobox on Brightspace, but you are welcome to submit them at any point during the semester. Files must be submitted as a Word doc (.doc or .docx) or PDF to receive credit.
- Inclusivity: All of our texts deal with real-world identities, including different races, sexual orientations, and religions. Bigotry of any kind—including but not limited to sexism, racism, transphobia, and homophobia—will not be tolerated. We can disagree on content, but not on a person's humanity or identity.
- Mask policy: The texts we're reading this semester are fictional. Covid is not. We will follow Purdue's policies with regards to masking. Masks must go over both mouth and nose. **Failure to wear your mask properly will affect your professional ethos grade.** If you are able, I strongly encourage you to get vaccinated.
- Syllabus and course schedule: I reserve the right to make changes to the syllabus and course schedule based on the needs of our class.

## Schedule:

<u>Week 1:</u>	<u>Introductions</u>
M 1/10:	Syllabus day
W 1/12:	Ovid, <i>Metamorphosis</i> (excerpt) (BS)
F 1/14:	<i>Sir Orpheo</i> (BS)

## Unit I: Adapting poetry and poetic form

<u>Week 2:</u>	<u>Intro to Poetry</u>
M 1/17:	<b>MLK Day: No class</b>
W 1/19:	Ishmael Reed, "Beware: Do Not Read this Poem" (BS)
F 1/21:	Christina Rossetti, "Goblin Market" (BS)

<u>Week 3:</u>	<u>Form</u>
M 1/24:	Sonnet: William Shakespeare, "Sonnet 53" (BS); Emma Lazarus, "The New Colossus" (BS); Percy Bysshe Shelley, "Ozymandias" (BS); A.E. Stallings, "Fairy-tale Logic" (BS)
W 1/26:	Villanelle: Silvia Plath, "Mad Girl's Love Song" (BS); Dylan Thomas, "Do not go gentle into that good night" (BS); They Might Be Giants, "Hate the Villanelle" (BS)
F 1/28:	Ballad: John Keats, "La Belle Dame sans Merci" (BS); Lewis Carroll, "Jabberwocky" (BS)

<u>Week 4:</u>	<u>Telling tales</u>
M 1/31:	Alfred, Lord Tennyson, "Ulysses" (BS); H. D., "Eurydice" (BS)
W 2/2:	Danez Smith, "Dinosaurs in the Hood" (BS); A. Van Jordan, "The Flash Reverses Time" (BS)
F 2/4:	Fatimah Asghar, "Pluto Shits on the Universe" (BS); T.S. Eliot, "The Love Song of J. Alfred Prufrock" (BS)

## Unit II: Adapting the stage and page

<u>Week 5:</u>	<u>The stage!</u>
M 2/7:	<i>Twelfth Night</i> , Act I
W 2/9:	<i>Twelfth Night</i> , Act II
F 2/11:	<i>Twelfth Night</i> , Act III
	<b>Passage annotation due by 11:59 pm on Brightspace</b>

<u>Week 6:</u>	<u>What makes a comedy?</u>
M 2/14:	<i>Twelfth Night</i> , Act IV
W 2/16:	<i>Twelfth Night</i> , Act V
F 2/18:	Thesis workshop

Week 7: Film adaptation  
M 2/21: *She's the Man* (in class)  
W 2/23: *She's the Man* (in class)  
F 2/25: *She's the Man* discussion

Week 8: Fairy tales and tall tales  
M 2/28: *Howl's Moving Castle* chapters 1-4  
W 3/2: *Howl's Moving Castle* chapters 5-7  
F 3/4: **LITCO Symposium: No class**

Week 9: Powers of language  
M 3/7: *Howl's Moving Castle* chapters 8-11  
W 3/9: *Howl's Moving Castle* chapters 12-15  
F 3/11: *Howl's Moving Castle* chapters 16-19

Week 10: Spring break!  
M 3/14: **Spring break: no class**  
W 3/16: **Spring break: no class**  
F 3/18: **Spring break: no class**

Week 11: Animated adaptations  
M 3/21: *Howl's Moving Castle* chapters 20-21  
W 3/23: *Howl's Moving Castle* (film) discussion  
F 3/25: *Howl's Moving Castle* (film) discussion  
**Explication essay due by 11:59 pm on Brightspace**

### Unit III: Adapting a legend

Week 12: Medieval adaptations and the *Morte*  
M 3/28: Thomas Malory, *Morte Darthur* (excerpts) (BS)  
W 3/30: Thomas Malory, *Morte Darthur* (excerpts) (BS)  
F 4/1: Thomas Malory, *Morte Darthur* (excerpts) (BS)

Week 13: Modern Arthuriana  
M 4/4: "Every King Arthur Retelling Is Fanfic About Who Gets to Be Legendary,"  
Tracy Deonn (BS)  
W 4/6: *Legendborn* Prologue-chapter 6  
F 4/8: *Legendborn* chapters 7-11

Week 14: Race, class, and gender  
M 4/11: *Legendborn* chapters 12-17  
W 4/13: *Legendborn* chapters 18-23  
F 4/15: *Legendborn* chapters 24-27

Week 15: Young adult literature  
M 4/18: *Legendborn* chapters 28-32  
W 4/20: *Legendborn* chapters 33-38  
F 4/22: *Legendborn* chapters 39-44

Week 16: Who gets to be legendary?  
M 4/25: *Legendborn* chapters 45-51  
W 4/27: *Legendborn* chapters 52-end  
F 4/29: Wrap up  
**Extra credit papers due by 11:59 pm on Brightspace**

### Finals week

W 5/4: **Adaptation creation due by 11:59 pm on Brightspace**

## UNIVERSITY POLICIES

### COVID-19 Policies

Due to the ongoing COVID-19 pandemic, the [Protect Purdue Plan](#) along with the [Protect Purdue Pledge](#) are to be considered campus policy. The entire Purdue community must comply with these health and safety guidelines. Because this is an online course, policies related to face-to-face attendance do not apply. However, if you find yourself too sick to progress in the course, please notify me immediately via email. We will make arrangements based on the particulars of your situation.

### Grief Absence Policy, Military Active Duty, Absences for Religious Observances

All official university regulations concerning absences can be found at this website:

[http://www.purdue.edu/studentregulations/regulations\\_procedures/classes.html](http://www.purdue.edu/studentregulations/regulations_procedures/classes.html)

- If you have a death in the family, you (or your representative) should contact the Office of the Dean of Students. That office will then notify your instructors. Check the Grief Absence Policy on Purdue's website.
- If you are called up for active duty or mandatory military training, your commanding officer can provide the Dean of Students a copy of your orders. The Dean of Students may then contact your instructors; however, please let me know at the beginning of the semester if you expect to be absent for military duty.
- If you need to miss class for a religious observance, you must let me know a week in advance, minimize the length of your absence, and be flexible in arranging alternative times to complete the assignments you may miss.

### Academic Integrity and Plagiarism

Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breaches of this value by either emailing [integrity@purdue.edu](mailto:integrity@purdue.edu) or by calling 765-494-8778. While information may be submitted

anonymously, the more information that is submitted provides the greatest opportunity for the university to investigate the concern.

Incidents of academic misconduct in this course will be addressed by the course instructor and referred to the Office of Student Rights and Responsibilities (OSRR) for review at the university level. Any violation of course policies as it relates to academic integrity will result minimally in a failing or zero grade for that particular assignment, and at the instructor's discretion may result in a failing grade for the course. In addition, all incidents of academic misconduct will be forwarded to OSRR, where university penalties, including removal from the university may be considered.

Plagiarism is the act of using another person's work and calling it your own. You can plagiarize by purchasing a paper from someone and handing it in as your work, by stealing another student's electronic file, by downloading someone's work from the Internet, by copying material from a book or magazine article without citing the source, by cutting and pasting material from websites, and by using another's ideas without proper attribution. When doing research, you need to take careful notes and attribute your sources meticulously; you can inadvertently plagiarize someone's material if you don't.

You should become familiar with the following websites related to Purdue's rules and regulations. Purdue University's Student Conduct Code at [http://www.purdue.edu/studentregulations/student\\_conduct/index.html](http://www.purdue.edu/studentregulations/student_conduct/index.html)

Purdue University's student regulations at [http://www.purdue.edu/studentregulations/student\\_conduct/regulations.html](http://www.purdue.edu/studentregulations/student_conduct/regulations.html)

The section on plagiarism is under Student Conduct, B, 2, a.

If you still have questions about what is and is not plagiarism, do not hesitate to ask me in class, in my office, or via e-mail.

### **The Purdue Honor Pledge**

In 2016, a group of Purdue students, with the support of several campus governance groups, developed the Purdue Honor Pledge: "As a Boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together—we are Purdue."

### **Accessibility and Accommodations**

Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: [drc@purdue.edu](mailto:drc@purdue.edu) or by phone: 765-494-1247.

### **Diversity & Inclusion**

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the

institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Purdue's nondiscrimination policy can be found at: [purdue.edu/purdue/ea\\_eou\\_statement.html](http://purdue.edu/purdue/ea_eou_statement.html).

## Student of Concern

The Office of the Dean of Students is committed to helping students succeed both in and out of the classroom. To this end, your instructor may contact ODOS by filing a "Student of Concern" Report, should they notice concerning behavior from you or your peers: missing classes, substance abuse, or other indicators of distress. This is not a disciplinary measure: reports are vetted by Purdue staff, and trained professionals contact students to offer help as needed. Anyone worried about friends, classmates, or co-workers is welcome to file reports. Learn more at [purdue.edu/studentconcern/](http://purdue.edu/studentconcern/) or talk to your instructor for help.

## Counseling and Psychological Services (CAPS)

Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at (765) 494-6995 and [purdue.edu/caps/](http://purdue.edu/caps/) during and after hours, on weekends and holidays, or through its counselors physically located in the Purdue University Student Health Center (PUSH) during business hours.



## Campus Emergencies

We will spend some time during the first week of class discussing what to do in case of an immediate campus emergency. The website on Emergency Preparedness is at [purdue.edu/ehps/emergency\\_preparedness/](http://purdue.edu/ehps/emergency_preparedness/). In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond my control. Here are ways to get information about changes in this course.

- 1) Check the course website.
- 2) Check your e-mail.
- 3) E-mail me at [myers379@purdue.edu](mailto:myers379@purdue.edu)

You are expected to read your @purdue.edu e-mail on a frequent basis. Not only will you receive important information from the university via e-mail, you will also receive a great number of reminders and updates from me.

**Emergency Notification Procedures** are based on a simple concept – if you hear a fire alarm inside, proceed outside. If you hear a siren outside, proceed inside.

- Indoor Fire Alarms mean to stop class or research and immediately evacuate the building.
- Proceed to your Emergency Assembly Area away from building doors. Remain outside until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.



- All Hazards Outdoor Emergency Warning Sirens mean to immediately seek shelter (Shelter in Place) in a safe location within the closest building.
- “Shelter in place” means seeking immediate shelter inside a building or University residence. This course of action may need to be taken during a tornado, a civil disturbance including a shooting or release of hazardous materials in the outside air. Once safely inside, find out more details about the emergency. **Remain in place** until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.

### **The Writing Lab**

Besides seeing me during class time or in my office, you have other resources at Purdue to help you with your writing and writing assignments. The **Writing Lab** in Heavilon Hall, Room 226, offers FREE tutorials to students by appointment or on a drop-in basis. For more information or to make an appointment, call 494-3723. You may also access the Online Writing Lab (OWL) at [owl.purdue.edu/](http://owl.purdue.edu/).