THE SECOND HOBBIT FILM

Dr. Robin Anne Reid
Hall of Languages 125
903.886.5268

Course Description

English 497 is the undergraduate Special Topics number for Literature and Languages: the number exists to provide faculty and students the chance to explore special topics not part of the regular curriculum. English 497 may be taken more than once for credit, as long as the topic changes. The topic for this winter mini-mester class is *The Hobbit: The Desolation of Smaug* (2013). The class will focus on the film as the primary text (previous knowledge of J. R. R. Tolkien's novel is not required!), with required reading and assignments designed to teach students how to understand apply four critical paradigms of film adaptation. Prerequisites: Eng 1302 and sophomore standing.

Required Texts

Picturing Tolkien: Essays on Peter Jackson's The Lord of the Rings *Film* Trilogy. Edited by Janice M. Bogstad and Philip E. Kaveny. Print ISBN: 978-0-7864-4636-0. McFarland.

NOTE: While an essay that I co-wrote with Dr. Judy Ann Ford is in this anthology, neither she nor I will receive any money from the sales of this anthology. Royalties go to the two editors, not to the eighteen contributors. (In fact, given that our article is about endings of the film/book, we won't even be reading it this term!)

"*The Accidental Tourist* On Page and on Screen; Interrogating Normative Theories About Film Adaptation," Karen Kline. *Literature Film Quarterly* 24.1 (1996): 70-81.

NOTE: This academic article is available in our university's full-text database; you will not be buying a copy.

Winter Mini-Mester Schedule

English 497.01W Online
English 697.01W Online

The courses are cross-listed in order to share an eCollege shell, but there are separate syllabi, with different assignments for the different sections. Graduate students are assigned to do twice as much work as undergraduates (which is a ratio consistent with my full term, separate, courses). The classes will share the online discussions.

Office Hours

During the long semesters, I have face to face as well as online office hours since many students are on campus, and I have other duties on campus. However, for the winter mini-mester, given the shortness of the time, the presence of the holidays (during which campus will be closed), and the uncertainty of the weather, my office hours will be entirely online.

I will log on no later than 10:00 a.m. every weekday morning, and will be online, working, with my email open, until 2:00. I will also have eCollege open, reading and commenting, during that time. I will be online weekends as well, although I do not specify a time.

Course Learning Outcomes

1. Learners will demonstrate that they understand the basic elements of film terminology, film techniques, and the grammar of film well enough to use them in discussions and apply them to analysis of a film. This outcome will be assessed by evaluation of **reading quizzes**, **selected worksheets** and the **final draft of the Proposal**.

2. Learners will demonstrate that they understand the four critical paradigms of film adaptation (translation, pluralist, transformation, materialist) well enough to identify them in scholarship, use them in discussions, and apply them to analysis of a film. This outcome will be assessed by evaluation of **reading quizzes**, **selected online discussions** and the **final draft of the Proposal.**

3. Learners will demonstrate that they understand the basic elements of critical methodologies well enough to evaluate secondary scholarship in relation to a chosen topic and to identify main arguments as well as the theories and methodologies used in the relevant scholarship. This outcome will be assessed by evaluation of **reading quizzes**, **selected online discussions** and the **final draft of the Proposal.**

4. Learners will demonstrate an understanding of the basic elements of an academic proposal: a clearly stated thesis at the start which makes an original argument on the assigned topic; a summary which shows understanding of the assigned scholarship on the text; a focus on specific elements of the primary text in a summary of evidence, and clear attribution in the text connected to the Working Bibliography. This outcome will be assessed by evaluation of the **final draft of the Proposal.**

5. Learners will demonstrate that they are active and engaged members of our learning community. This outcome will be assessed by ongoing participation in **online discussions.**

Student Learning Outcomes

These are the learning outcomes that I will be assessing for the Department of Literature and Languages' program review; assessing learning outcomes is not the same thing as grading your work. The assessment will be used in the program review that the department is doing for the university.

Student Learning Outcome #1

Learners will demonstrate that they understand the basic elements of film terminology, film techniques, and the grammar of film well enough to use them in discussions and apply them to analysis of a film. This outcome will be assessed by evaluation of reading quizzes, selected worksheets and the final draft of the Proposal.

Student Learning Outcome #2:

Learners will demonstrate that they understand the four critical paradigms of film adaptation (translation, pluralist, transformation, materialist) well enough to identify them in scholarship, use them in discussions, and apply them to analysis of a film. This outcome will be assessed by evaluation of reading quizzes, selected online discussions and the final draft of the Proposal.

Student Learning Outcome #3

Learners will demonstrate that they understand the basic elements of critical methodologies well enough to evaluate secondary scholarship in relation to a chosen topic and to identify main arguments as well as the theories and methodologies used in the relevant scholarship. This outcome will be assessed by evaluation of reading quizzes, selected online discussions and the final draft of the Proposal.

COURSE REQUIREMENTS

- ✓ Students will access and follow all course instructions found in the content area (navigation bar) of the online course platform.
- ✓ Students will read all online lectures posted in the Units.
- ✓ Students will use the online class platform's discussion tool to respond to assignment prompts and then reply to classmates in assigned discussions.
- ✓ Students will complete and submit assignments electronically using the online course platform's dropbox tool/tab or assigned discussions.
- ✓ Students will access their grades in the eCollege gradebook, including comments uploaded in eCollege as well as marked on drafts that have been uploaded.

Course Assignment Assessment

This course is made up of a series of assignments and assessments to assist you in achieving the course learning objectives/outcomes.

Assignment handouts I have prepared contain detailed information on due dates, objectives, required content, format, structure, along with information on resources, and the grading rubrics I will be using to evaluate and grade assignments. I expect those handouts to be studied, whether online or via hard copy that is printed out, read, and annotated if necessary.

The assignment handouts are posted in the appropriate Unit (at the Unit Home Page, on the Dropbox or Discussion associated with the assignment. Please ask any questions you have about the assignment handouts in the Virtual Office.

Each assignment will be assessed according to the criteria on the assignment handouts, and in the context of the course outcomes, and you will receive a rubric, a grade, and information on revision and future work.

I expect students to prioritize their work based on the percentage of the grade each assignment is worth (the higher the percentage, the more time need be spent). Specific assignments (identified by rough drafts, revised drafts, etc.) may be revised for full credit, and revision is expected.

GRADED ASSIGNMENTS

Viewing Logs/Notes (based on three viewings): 20% of grade.
Complete and upload Viewing Logs 1, 2 and 3. These do not require polished prose or paragraphs; lists, and short answers will do. The purpose of this assignment is to take notes during (or immediately after) viewing the film to have detailed information about specific structural elements of the film. There is also the chance to do some research on the production and audience reception of the film. This assignment will be evaluated based on effort. I expect details from the logs to be used in the Online Discussions and the Proposal.

Online Discussions: **40% of grade**
Post daily in response to my prompts; post responses to 3 classmates each day. This assignment will be evaluated on effort; revision is not allowed. Effort in this case means answering the questions, or completing all the parts of the response given in the prompt, and meeting a minimum word length.

Reading Quizzes: 15% of grade
These are short open-book multiple-choice quizzes that can be taken three times (to improve the grade). The quizzes will assess basic reading comprehension rather than interpretation and must be completed before posting on the Readings Discussions.

Formal Proposal: 25% of grade (includes graded rough draft).
Write a formal proposal (**2 pages double-space)** that includes a **Working Bibliography of four sources** for a paper on the film. Two sources must come from Bogstad and Kaveny; the other two should be found in the MLA Database (and need not be read for inclusion in a "Working Bibliography"). We'll have one discussion on finding these additional sources. This assignment will be evaluated in two parts: the rough draft (effort, 5%), and the final draft (revision and quality of the work as assessed against the grading criteria, 20%).

COURSE REQUIREMENTS

Instructional /Course Assignment Assessment

This course is made up of a series of assignments and assessments to assist learners in achieving the course learning objectives/outcomes.

Assignment handouts uploaded in eCollege contain detailed information on due dates, objectives, required content, format, structure, along with information on resources, and grading rubrics. I expect those handouts to be studied, whether online or via hard copy that is printed out, read, and annotated if necessary.

Each assignment will be assessed according to the criteria on the assignment handouts, and in the context of the course outcomes, and learners will receive a rubric, a grade, and feedback. Prioritize the work based on the percentage of the grade each assignment is worth (the higher the percentage, the more time need be spent).

Course Grading

Although learners will not be posting all their assignments in eCollege, the grade and evaluation/feedback will be posted only in the secured eCollege gradebook. What will be posted will be primarily in the form of rubrics; each assignment has a rubric included in the handout. Instructor comments and interactions will be carried out primarily in class, on the blog, and in the cloud Dropbox folders.

The class grade is based on a 100 point system, with each assignment being assigned a specific weight (percentage) of the grade. I have set up the gradebook with the assignments weighted: your grades will be entered in percentages, which the program will translate to "points earned." Learners will able to access their grades--and the feedback on their work--as soon as I grade it.

If at any time you have a question or concern about a grade (which only you and I can access), please contact me (by email).

Please do not post about grades in the Virtual Office which is a public space.

Grade Scale

90-100% = A
80-89% = B
70-79% = C
60-69% = D
59-lower = F

Student Contact

Keep in mind that the official medium of communication for the university is email which is handled through our eCollege platform. All email correspondence for this course will be sent to student myLeo email accounts.

I post information in the "Class Announcements" section of our online course and send it out via email to make sure Learners get the information in a timely manner as well as announcing it in our weekly class meeting.

Instructor Policies

Late Work: Late work is penalized from 5-20%, depending on the assignment, as indicated on the rubric. You can avoid this penalty by emailing me and asking for an extension when you cannot make the deadline. As long as your revise due date is within a day or two of the course due date, I'll approve it. Since revision is built into the class, your best choice is to turn whatever you have in even if it is not perfect, and to earn what credit you can, and revise. .

If you have a medical condition or emergency which affects your ability to do the work for this class, please email me as soon as possible, and I will work with you to determine the best way for you to complete the class successfully. No documentation is needed.

University & Department Policies

Academic Dishonesty/Plagiarism: Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. Academic dishonesty can also include writing assignments for someone else, turning in papers someone else wrote for you, and tests that you took for someone else or that someone else took for you. Turning in work written for another class is also dishonest.

Literature and Languages Policy on Plagiarism: Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty such as

collusion. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. (Texas A&M University-Commerce Code of Student Conduct 5.b [1, 2, 3])

The Department of Literature and Languages defines plagiarism as occurring when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. Simply having a list of sources at the end of the project does not sufficiently meet the academic standards for acknowledging sources. You must acknowledge and document all sources (quoted and paraphrased) in all the assignments for the class: this acknowledgement must be in textual attribution (discussions and journal); both types of projects must include textual attribution and Works Cited pages. Textual documentation requires clear identification within the text (embedded in your sentences or in parentheses, endnotes, or footnotes) of the source for material that has been summarized, paraphrased in your own words, or quoted directly. Page numbers must be given for direct quotes.

Plagiarism is not excused by saying "I did not mean to do it!" I consider intentional plagiarism to be copying/cutting/pasting the text from a source (print or web). Unintentional plagiarism is summarizing/paraphrasing information from the source but failing to incorporate textual attribution. Using quoted material without parenthetical attribution and Works Cited entries verges on plagiarism.

The first instance of intentional or unintentional plagiarism will result in a failing grade on the assignment, without a chance to revise.

The second instance of intentional or unintentional plagiarism will result in an immediate F in the class, and a report to the department head.

A report of the incident will also be filed with the Office of the Dean of Students. This report may stay on your permanent collegiate record and you may also be subject to further disciplinary action being taken by the university.

There will be at least one dedicated assignment on how to understand the scope of plagiarism during the early part of the term.

Online resources on plagiarism:

http://www.unc.edu/depts/wcweb/handouts/plagiarism.html

http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

Courtesy and a Positive Learning Environment: A "Positive Learning Environment" is one which allows and encourages contemplation, thoughtful discourse and critical analysis of information. To create a positive learning environment for all in the class, it is important to be courteous and respectful in responding to ideas that may differ from yours. Disagreement is valid

if it is based on the quality of the idea rather than on the identity of the person presenting the idea, and slurs, insults, or stereotypes about individual and group identities are always discourteous. Commentary about an individual's perceived gender, perceived sexual orientation, perceived ethnicity, or perceived class is inappropriate in our class setting.

Drop Policy: The university drop procedure has changed as of Summer 2012.

Students who are eligible may now drop their classes with a "Q" drop grade without Instructor approval through their MyLeo.

This procedure does not apply to students with advising holds (Athletes, International Students, Honor Students, UC College, etc.). Students with advising holds will have to complete a Drop/Add form and get approvals manually, and turn in to the Registrar's Office for processing.

The Drop/Add form is located online at: http://web.tamu-commerce.edu/admissions/registrar/documents/2012AddDropForm.pdf.

The deadline to drop with a "Q" drop grade can be found on the Academic Calendar at: http://web.tamu-commerce.edu/admissions/registrar/academicCalendars/default.aspx

The drop process steps are listed below.

- Go to MyLeo
- Go to Registration, Records & Grades
- Registration
- Register/Add or Drop Classes
- Select a Term
- Under "Action", click on Course Drop
- Click on "Submit Changes" at bottom form

If you are only enrolled in one class or need to drop all your classes, you will not be able to drop through this procedure. The Withdrawal Form is available at:

http://web.tamu-commerce.edu/admissions/registrar/documents/WithdrawalForm.pdf.

These forms must be turned in to the Registrars' Office for processing.

Incomplete Grades: The Incomplete grade is reserved for those students who have been active in class and have maintained a passing grade until nearly the end of the course. If circumstances in the last few days (of a mini-mester course) make it impossible for a student to hand in the last assignments(s), then the Incomplete can be granted. The student must supply documentation concerning the circumstances that have made it impossible for course work to be completed.

Students who have failed to turn in assignments in earlier weeks are *not* eligible for an Incomplete and will not be granted one. Anyone who is unable to complete the work in the semester they are enrolled will not be able to do it alone in the following term.

If the missing work is not handed in by the end of the next long semester, the grade automatically goes to an F, by university policy. There is no appeal for that grade.

Since this class is an online class you should be aware of the following university policy: You will be required to complete the course outside of the eCollege platform. The class platform is available for student access for only two weeks after the close of each semester.

Online Class Program Information

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: https://leo.tamu-commerce.edu/login.aspx.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

The following information has been provided to assist you in preparing to use technology successfully to access your eCollege course.

- Internet access/connection – high speed recommended (not dial-up)
- Word Processor (i.e. MS Word or Word Perfect)

Additionally, the following hardware and software are necessary to use eCollege:

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

If your computer and internet services do not meet the minimum requirements for eCollege, you are welcome to use any of the computer labs on campus.

eCollege Student Technical Support

Texas A&M University-Commerce provides Learners technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

Chat Support: Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.

Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.

Email: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.

Help: Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc.).

If you run into problems accessing eCollege through the standard online class link, try this alternate College web address is: http://online.tamuc.org

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.

If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu

CLASS CALENDAR

The following course schedule is subject to revisions and other modifications as the instructor deems necessary for the course. Any changes to the course schedule will be announced on the course website in advance of the week in which the change will occur and will be sent out by the class email.

NOTE: You must complete the reading assignment and the related reading quiz before participating in the online discussion. The reading quiz will close before the discussion opens. Remember, the reading quizzes are to help with reading comprehension; they are designed to be answered based on what is in the essay. They are open-book, and you may take a quiz three times. You can read ahead and do the quizzes if you wish: I've set them to open on the first day of class.

UNIT I : VIEWING THE FILM (12/16-12/21)

The Viewing Log assignment requires documentation of at least three viewings of *The Hobbit: The Desolation of Smaug*.

The Online Discussion deadlines require posting in response to my prompt by one day's deadline, then responding to classmates by the next day's deadline. The discussion grade is the single largest grade for this courser (40%): missing one or two discussions will not affect your grade badly, but missing many more will have a strong effect.

12-16 Monday Post in Introduction Discussion

12-17 Tuesday Post in Viewing One and Introduction Discussions
Upload Viewing Log 1

12-18 Wednesday Post in Viewing One Discussion

12-19 Thursday Post in Viewing One and Two Discussions.
Upload Viewing Log 2

12-20 Friday Reading Quiz: Ford and Reid: "Polytemporality and Epic Characterization in *The Hobbit: An Unexpected Journey*: Its Relationship to *The Lord of the Rings*." [Working Draft of Essay in Progress: we will be reading and discussing in class but do not cite or circulate outside eCollege].
Post in Viewing Two and Three Discussions.

12-21 Saturday Post in Viewing Three and Ford and Reid Reading Discussions
Upload Viewing Log 3

No class work of any sort due: **12-22, 23, 24, 25** although you might want to work ahead on some of the reading quizzes which will close before the discussions on the assignments open.

UNIT II: FOCUS: READING THE SCHOLARSHIP (12/26-1/3)

Reminder: The Reading Quiz for each assigned article must be done the day before the Online Discussion: the quizzes will close the day before the discussions open.

12-26 Thursday Post in Viewing Three and Ford and Reid Reading Discussions
Reading Quiz: Kline: " *The Accidental Tourist*: On Page and On Screen: Interrogating Normative Theories About Film Adaptation"
Upload: Topic Paragraph (Dropbox)

12-27 Friday Post in Kline Reading Discussion
Reading Quiz: Bogstad: "Introduction," from *Picturing Tolkien: Essays on Peter Jackson's* The Lord of the Rings *Film Trilogy*

12-28 Saturday Post in Kline and Bogstad Reading Discussions
Reading Quiz: Thompson: "Gollum Talks to Himself: Problems and Solutions in Peter Jackson's Film Adaptation of *The Lord of the Rings"*

12-29 Sunday Post in Bogstad and Thompson Reading Discussions
Reading Quiz: Walter: "The Grey Pilgrim: Gandalf and the Challenges of Characterization in Middle-earth"

12-30 Monday Post in Thompson and Walter Reading Discussions
Reading Quiz: Schroeder: "It's Alive!" Tolkien's Monster on The Screen"

No class work due: 12-31, 1-1-13.

1-2 Thursday Post in Walter and Schroeder Reading Discussions
Reading Quiz: Woosnam-Savage, "The *Matériel* of Middle-earth: Arms and Armor in Peter Jackson's *The Lord of the Rings* Motion Picture Trilogy."

1-3 Friday Post in Schroeder and Woosnam-Savage Reading Discussions
Reading Quiz: Ricke and Barnett, "Filming the Numinous: The Fate Of Lothlórien in Peter Jackson's *The Lord of the Rings*."

1-4 Saturday Post in Woosnam-Savage and Ricke and Barnett Reading Discussions
Post in MLA Research Discussion

UNIT III: PROPOSING A PROJECT

1-5 Sunday Upload First Draft, Proposal

1-6 **Monday** Final Discussion

1-7 **Tuesday** Work on Final Draft, Proposal

1-8 **Wednesday** Work on Final Draft, Proposal

1-9 **Thursday** Upload: Final Draft, Proposal

1-9 **Thursday** Upload: Final Draft, Proposal